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Vol. 33

HIGH SCHOOL VISITOR.

THIRTY-THIRD  
ANNUAL Report  
of the Public Schools  
Jacksonville Illinois

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THIRTY-THIRD ANNUAL REPORT  
OF THE  
PUBLIC SCHOOLS

CITY OF JACKSONVILLE

FOR THE

YEAR ENDING MAY 31, 1906

THE LIBRARY OF THE  
FEB 26 1937  
UNIVERSITY OF ILLINOIS

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## BOARD OF EDUCATION

### 1905-1906

FIRST WARD . . . . .	George F. Birkenhead
SECOND WARD . . . . .	Charles G. Rutledge
THIRD WARD . . . . .	John A. Obermeyer
FOURTH WARD . . . . .	Joseph W. Walton

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### OFFICERS OF BOARD

PRESIDENT . . . . .	John R. Davis
CLERK . . . . .	Samuel B. Stewart
TREASURER . . . . .	Andrew Russel
SUPERINTENDENT . . . . .	William A. Furr

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### DIRECTORY

#### SUPERINTENDENT'S OFFICE HOURS

From 8 to 8:30 A. M., and 4 to 5 P. M., during school days.  
Room 12 on the second floor of High School Building.

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#### REGULAR MEETINGS OF THE BOARD OF EDUCATION

The first Monday in each month at City Hall. April to September at 8 o'clock P. M.; September to April at 7:30 P. M.

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#### SCHOOL SESSIONS

From 9 A. M. to 12 M., and from 1:30 to 3:30 P. M. Recess from 10:30 to 10:40 A. M.  
Public Schools open second Monday in September.

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#### TEACHERS' MEETINGS

The Annual Meeting of the City Teachers is held at 10 A. M. on Saturday before the opening of the City Schools.  
The regular monthly meeting of the teachers is held on the first Saturday of each month at 9:30 A. M.  
Ward meetings of principals and teachers on Friday after the regular monthly meeting of teachers at 3 P. M.



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Vol. 32

## HIGH SCHOOL FACULTY

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W. A. FURR, A. M., Superintendent

A. H. GLASGOW, Principal, *History and Mathematics*

SARA G. HAMILTON, *English*

ELIZABETH KOCH, *German*

HELEN L. CAFKY, *History*

HARRIET SEWELL, B. S., *Physics*

MANTIS E. BLOOM, B. S., *Chemistry and Biology*

ELIZABETH RUSSEL, B. S., *English*

SOPHRONIA M. KENT, B. L., *Latin*

IONE SELMA KEUCHLER, *Mathematics*

THOMAS E. MOORE, A. M., *Commercial and Mathematics*

ADAH HELEN STUTSMAN, A. B., *History and English*

AGNES THORNBORROW, *Stenography and Typewriting*

ANNA G. BROWN, *Manual Training*

MAMIE E. MCCOY, *Domestic Science*

AILSIE E. GOODRICK, *Music*

26 F 31 611 22 1905 66 Cent 26

# GRADE TEACHERS

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## **Eighth Grade**

Laura C. White, Principal  
Eva Hammond  
Abbie G. Hayden  
Minnie D. Balcke

## **Jefferson School**

Jennie Fay Devitt, Principal  
Isabella Baldwin  
Mary Shannon  
Vassie L. DeCastro  
Nettie B. Platt  
Leonore Melin  
Clara C. Cobb  
Nina Mitchell  
Carrie Knollenberg  
Josephine Yeck  
Kate M. Fanning  
Lulu Woodman, Substitute

## **Franklin School**

H. A. Withee, Principal  
Bea Phillips  
Gussie H. Gordon  
Jennie F. Grassly  
Mary Doyle  
Sallie H. Stacy  
Frances M. Alkire  
Minnie Anderson  
Elizabeth Higler  
Dorothy Finley  
Paul Whitney, Substitute

## **Lafayette School**

Eva Reynolds, Principal  
Katie G. Caldwell  
Agnes Wakely  
Elizabeth M. Hackman  
Nellie Michael  
Martha Russel  
Sada DeCastro  
Georgia DeLeuw  
Luella Blackburn  
Daisy Lucht  
Helen Birch  
Agnes Paxton  
Jean King, Substitute

## **Washington School**

Agnes S. Lusk, Principal  
Hattie Hayden  
Lydia Hamilton  
M. Maude Smith  
Jane M. Russel  
Daisy Rayhill  
Mary A. Riley  
Anna Hopper  
Henrietta Lyman  
Bertha K. Mason  
Edith P. Dunlap  
May Cameron  
Laura Hammond  
Anna Tendick, Substitute

## **Morton School**

Mary L. Maher, Principal  
Laura B. Young  
Anna M. Lonergan  
Mabel Withee

## **Independence School**

Lily M. Sheehan, Principal  
Ida S. Smith

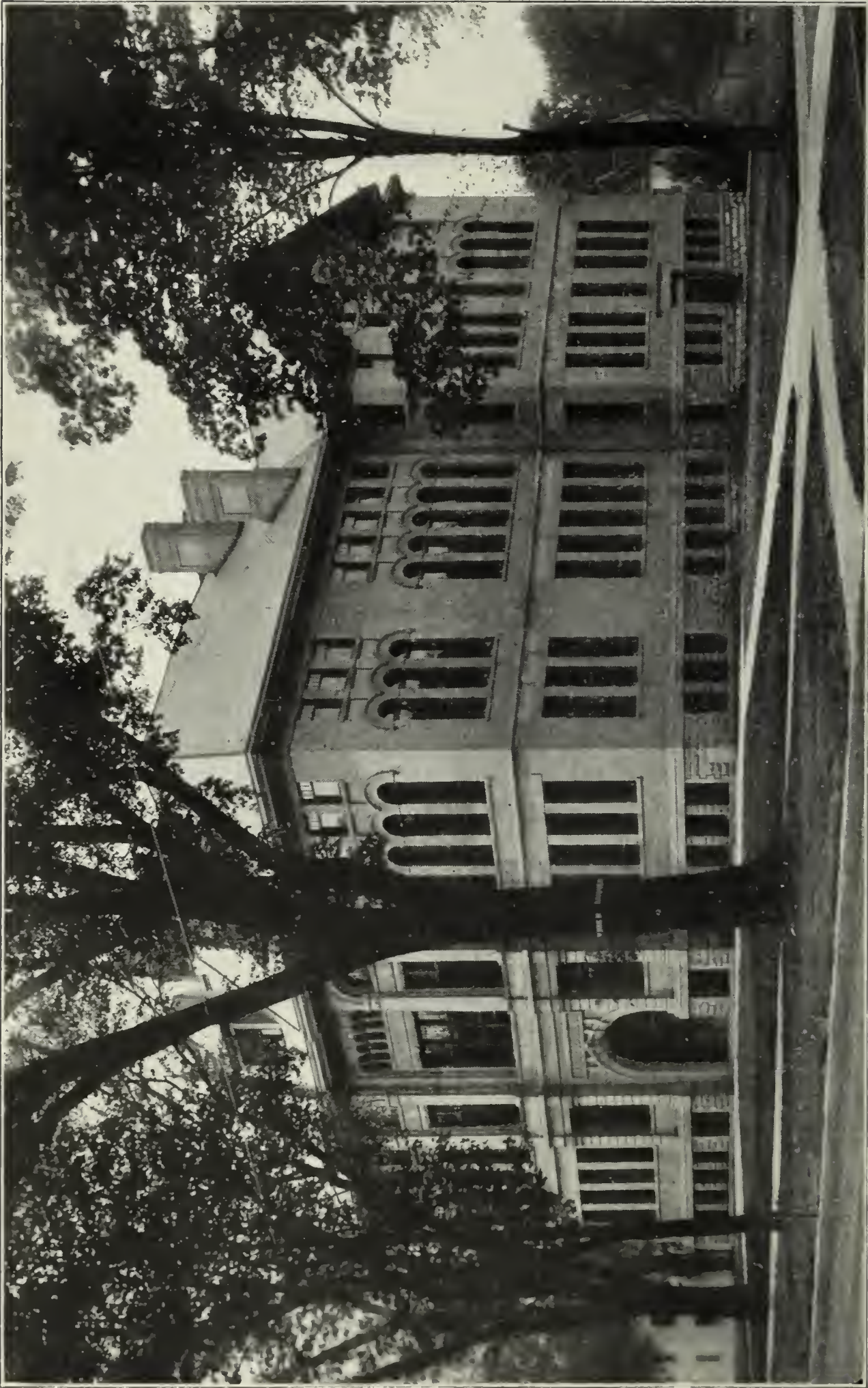
Anna M. Bronson, Art



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HIGH SCHOOL



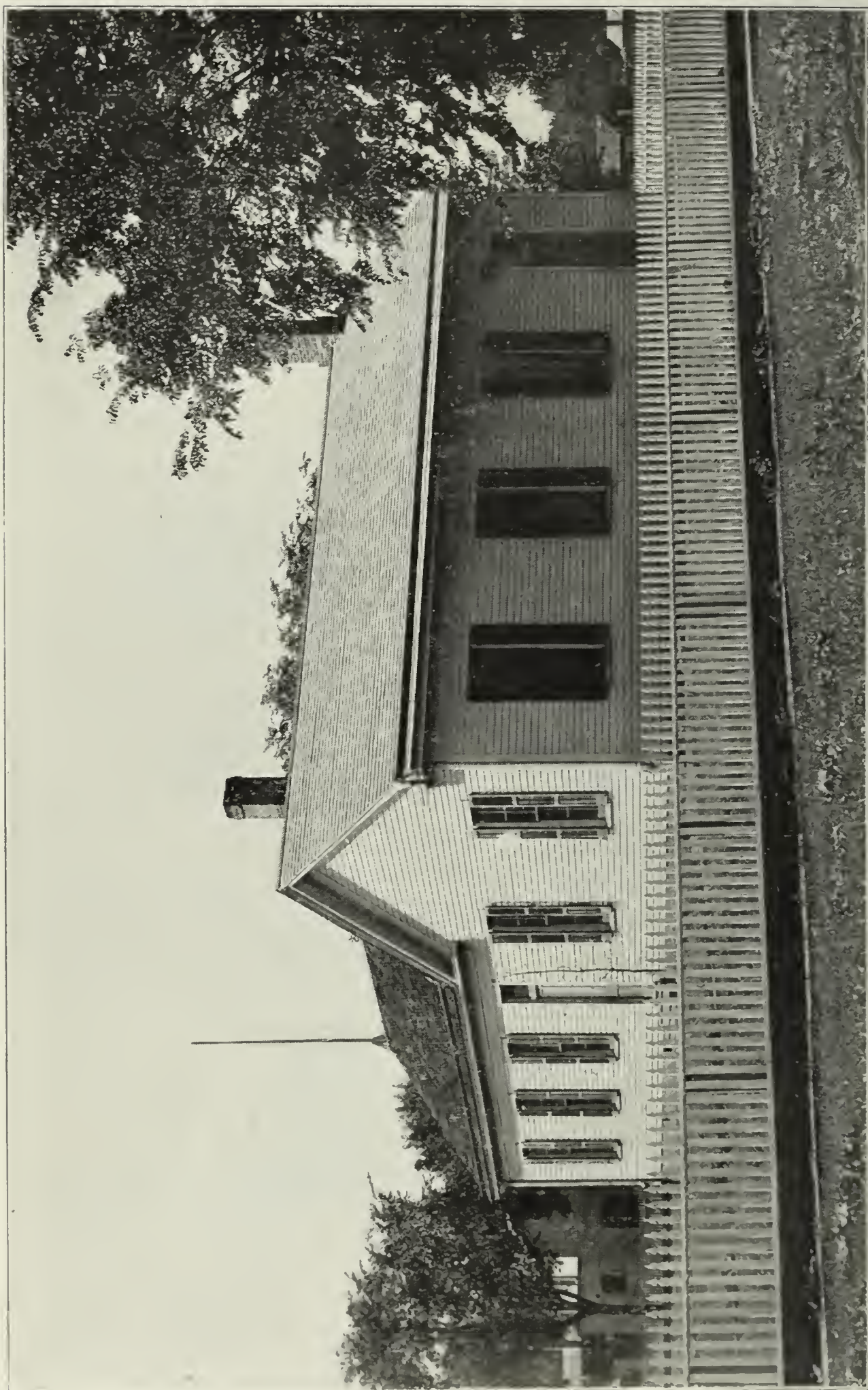




JEFFERSON SCHOOL







INDEPENDENCE SCHOOL





LAFAYETTE SCHOOL





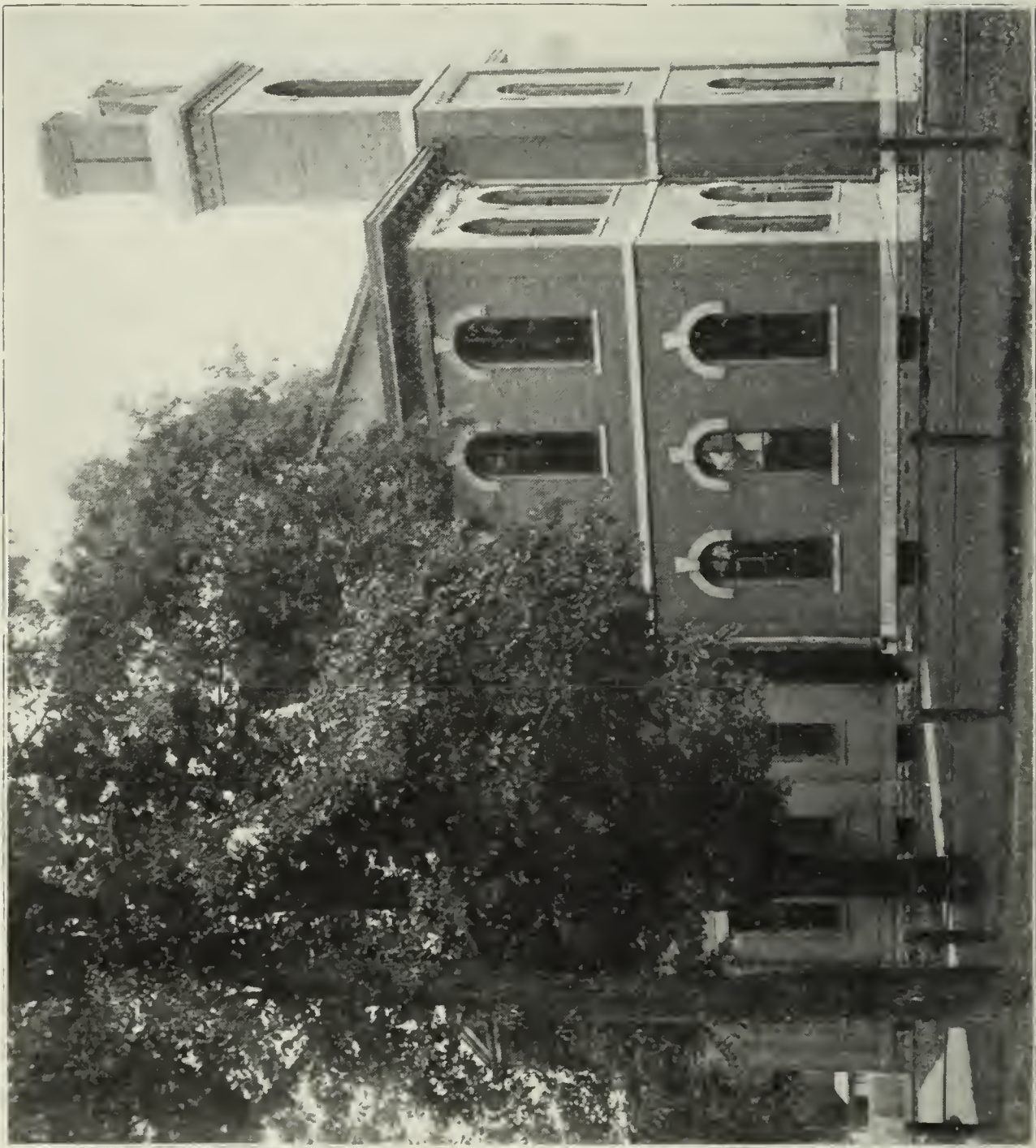




THE FRANKLIN SCHOOL







MORTON SCHOOL







WASHINGTON SCHOOL



# CLERK'S REPORT

TO THE PRESIDENT AND MEMBERS OF THE BOARD OF EDUCATION:

Gentlemen:—I have the honor to submit herewith a statement of the receipts and expenditures of the Board of Education for the fiscal year ending May 31, 1906.

## RECEIPTS

June 1, 1905—Balance on hand.....	\$		\$	9.12
Taxes of 1904.....		952.38		
Taxes of 1905.....		57000.00		
Tuition .....		358.33		
Sundries (window sash sold, etc)..		9.85		
State funds .....		2167.65	60488.21	
May 31, 1906—Warrants outstanding (but not paid)			5537.14	
			<u>66034.47</u>	

## EXPENDITURES

June 1, 1905—Warrants outstanding (but not paid)			3436.09	
Salary fund.....	48226.26			
Repair fund.....	1412.00			
Contingent fund .....	2249.52			
Stationery fund .....	715.00			
Printing fund.....	204.90			
Fuel fund.....	1413.79			
Insurance fund.....	318.48			
Desk fund .....	44.50			
Building fund (special) .	6800.22			
Interest fund.....	986.61	62371.28		
May 31, 1906—Balance on hand.....		227.10		
		<u>66034.37</u>		

Respectfully submitted,  
JAMES B. STEWART, Clerk.

## SUPERINTENDENT'S REPORT

TO THE BOARD OF EDUCATION:

Gentlemen:—The following report of the Public Schools of Jacksonville, for the year ending May 31, 1906, is respectfully submitted for your consideration.

As the schools of the several wards and the high school have been fully reported by their principals it is not thought advisable here to duplicate or supplement any conditions which they have presented. It would seem advisable however to point out those conditions which we have tried to bring about in this, the first year of my supervision.

Finding ourselves without a rudder, it became necessary first of all to outline a course of study for the grades to be held during the year as tentative to a more permanent course. Full copies of this course were distributed to the various buildings and to the several teachers. This course has organized and unified our efforts along the several lines of work pursued. The new course of study presented in this report is an outgrowth of our year's experience and study. An effort has been made to show that all lines of work are units from the first grade through the high school.

With the course thus unified we have endeavored to have the teachers in each of the twelve years of the course not only know their own lines of work but to know the entire line of work preceding or following their own. We have felt that it is as necessary for the high school teachers to know their lines of work down through the grades as it is for the grade teachers to know their work as a unit. In the high school it is also of vital importance to progress that each special teacher shall know just how, at any stage of progress, her work correlates with every other line of work which her pupils may be pursuing.

To bring about the unity suggested it was thought best to institute general monthly meetings at which the various phases of the work common to each of the twelve years was discussed. Our teachers have thus become thoroughly acquainted with one another and with lines of work related to their own. This plan will be continued next year and in addition to this work on the course, a definite line of professional study, common to grade and high school teachers will be pursued. We have also held a series of grade meetings to discuss in detail the aims, material, and method of lines of work in the various grades. These meetings will also con-

tinue next year. Through these two means, and through professional visits to each room we look forward to considerable growth in the coming year.

While it is very essential that external unity shall prevail it is much more essential that spiritual unity may abound in all our educational efforts. To this end an effort has been made to follow the same line of spiritual interpretation of the various subjects from grade one to twelve inclusive. Each subject of study or line of work must be considered merely as a means in the process of life and not as an end unto itself. This can be done only when one spiritual thought dominates the entire course or line of work. Here is the crucial test of supervision and our sincerest desire is to find our way back through the teachers and principals to the pupils themselves. There may we hope to ring a rising bell in the dormitory of the pupil's soul.

In conclusion permit me to say that my relations with you as a Board of Education and my labors with my principals and teachers have been little less than ideal. With such a Board and such a body of teachers I am anxious for the new year to begin.

Respectfully,

W. A. FURR, Supt.

## PRINCIPALS' REPORTS.

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### REPORT OF HIGH SCHOOL 1906

#### ENROLLMENT

Our enrollment during the past year has been the largest in the history of the school. The number of boys enrolled was 106. The number of girls 209. Total 315. With the exception of the second year class, the classes are all large. The number in the graduating class is 57, the largest in the history of the school.

#### THE WORK

The year's work, the details of which cannot be given in this report, has been vigorous and thorough in all departments of the school. The new teachers have their work well in hand and give promise of valuable service in the future.

Harmony, and unity of purpose in advancing the interests of the schools have characterized the work of the teachers throughout the year. The amount of time lost by teachers on account of sickness has been unusually small. The school has been very fortunate in this respect.

#### THE STUDENT ORGANIZATIONS

The student organizations of which there are seven, may be classified as follows: Literary 2, Musical 3, Athletic 2.

The Forum Literary Society has closed a year of successful work during which some good talent has been discovered and developed. While not uniformly successful in contests, our speakers have reflected credit upon the school. The school has probably never before had so large a number of good debaters and declaimers as it has at the present time and the outlook for the coming year is encouraging.

The high school paper, the Nautilus, has during the present year reached and maintained a high degree of excellence which has been accomplished only by the untiring devotion of the staff and the liberal support of the school and the business firms of the city. Our paper ranks among the best high school publications of the country and the school feels a just pride in it.

The three Musical organizations, the orchestra, the Treble Clef and Glee Clubs have done good work during the year and well deserve the great popularity which they enjoy in the school and city.



The two athletic associations, the boys' and girls' have maintained their organizations under the most embarrassing conditions and have done some good work. We have no gymnasium, no physical director, and no convenient athletic field which we can call our own. Under these conditions these organizations do not and can not have the same measure of assistance and encouragement from the faculty which the other student organizations enjoy. Both athletic associations need a gymnasium, and the boys need besides this, a convenient athletic field and a man on the faculty who understands athletic work and who can spare the time to accompany them in their athletic sports. In my judgment such time would be well spent. If these organizations are to be a benefit to the school they must have more attention than they can possibly have under present conditions.

### THE NEW COURSE OF STUDY

During the year the courses of study have been carefully revised for the purpose of securing more valuable results by leading pupils to pursue more consistent courses leading to some definite object. The elective features of the courses have been materially changed. The election is mainly in regard to courses and is greatly limited with respect to studies.

### THE LIBRARY

The school library and reading room which was opened last year for general use has become a valuable factor in the school lives of many students and should not be neglected. The need here is not for more encyclopaedias and other comprehensive reference works, but for smaller works to be used for supplementary reading in the preparation of lessons. These books should be selected with care by a competent person. Economy will demand that a school library be built up slowly; additions being made only as their need is definitely felt in some department of the school.

### NEEDS OF THE SCHOOL

The school is greatly hampered in its work for the want of room. Two of the teachers have no regular recitation rooms and are obliged to use the rooms of other teachers during vacant periods and a lecture room which is poorly adapted to recitation purposes. One of these teachers hears her classes in four different rooms. These conditions make it very inconvenient not only for the teachers having no rooms but also for those whose rooms are used during vacant periods as it deprives them of a suitable place to examine their written work and to confer with pupils who need individual assistance. In order to render the best service of which she is capa-

ble, each teacher must have her own recitation room properly equipped for the particular work she is expected to do.

The situation just referred to is likely to be still further aggravated next year because of a strong probability that our corps of teachers will need to be increased in order to properly handle all the studies a school of our size should offer and which are offered in our revised courses.

Respectfully,

A. H. GLASGOW, Principal.

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## REPORT OF JEFFERSON SCHOOL

TO THE SUPERINTENDENT OF SCHOOLS:

Dear Sir:—Since the last report there has been an increase in the enrollment of the schools of the First Ward. In 1902 Jefferson enrolled 422 and Independence 93, giving a total of 515. During the present year Jefferson has enrolled 462 and Independence 82, a total of 544 pupils for twelve teachers, an average of 45 pupils for each teacher. Unfortunately they are not so evenly divided as will be seen from the following assignment of grades—Miss Isabelle Baldwin, Primary, 61; Miss Mary Shannon, Higher First, 44; Miss Vassie DeCastro, Second Grade, 45; Miss Lenore Meline, Third Grade, 44; Miss Nettie Platt, Third Grade, 41; Miss Josephine Yeck, Fourth Grade, 41; Miss Nina Mitchell, Fourth Grade, 43; Miss Carrie Knollenberg, Fifth Grade, 57; Miss Clara Cobb, Sixth Grade, 50; Miss Kate Fanning, Seventh Grade, 35; Miss Lily Sheehan, Principal of Independence, Second Grade, 37; Mrs. Ida Smith, Primary, 45.

While our attendance and punctuality have been fairly good, we have not been satisfied with the attendance of a few of the pupils.

Though a majority of the parents are willing to, and do make many sacrifices that their children may be in regular attendance at school, it is a fact that there are a few exceptions to this rule. If we can gain the co-operation of these few parents or guardians, our attendance can be greatly improved the coming year.

There has been but little sickness among the teachers. Their work has been carried on during the year without any serious interruptions. At Christmas, we regretted to lose from our numbers Miss Theresa Flynn of the Sixth Grade who received a call to Chicago, and left at that time to take up her work in that city. Her grade was given to Miss Clara Cobb, and Miss Yeck, substitute teacher of the Third Ward was placed in the Fourth Grade.

Without a single exception, the teachers have given of their best

to the school, and have at all times worked with zeal and enthusiasm for the good of the pupils in their charge and for their faithful co-operation in the work of the school. I wish to express my appreciation.

In each of our Primaries we have three classes; in the second grades we have two classes, but in all grades above we have only one class. This enables the teacher to give individual attention to each child, during the study period, thus strengthening the weak pupil, and giving more courage and self-confidence to the timid pupil.

The new method of distributing the supplementary reading work from the Superintendent's office has proved very satisfactory to us. A taste for good literature is being cultivated, and the "reading habit" formed to such an extent that more library cards have been asked for than ever before, and a greater per cent of our pupils are regular patrons of the Public Library. The primary classes that entered school in September have done an almost incredible amount of reading work, having read several primers and First Readers besides their regular text-books and are now ready for Second Readers.

The different grades are well supplied with such helps as our modern methods of teaching require. We have sand tables, maps, charts and globes for the geography work; we have scales, weights, measures of capacity, and measures and weight for the metrical system, all of which are aids in our arithmetic work. A set of Prang's models for drawing and charts for music. For reference work we have four sets of encyclopedias and dictionaries for each grade, many books on geography, history and nature study, all of which are in constant demand by the pupils.

Since the last published report we have been provided with a new heating system which gives perfect satisfaction. New toilet rooms have been arranged with all the best plans in regard to comfort and sanitation. Much credit is due Mr. Angel for the perfect state of cleanliness of the building and all surroundings. The teachers regard him as one of the indispensables. The Independence, although still heated by stoves is at all times comfortable and in good sanitary condition.

The halls and three of the rooms have been supplied with electric lights, a great, and much needed improvement.

We have not had any painting of the interior of the buildings for several years, but hope that during the coming vacation the walls and blackboards of both buildings will be repainted.

The seating of the rooms is arranged so that the light comes from over the back and left shoulder of the pupil.

Each room has one or more copies of pictures of the old masters with whose history the pupils are familiar.



We have had several welcome and instructive visits from the children's friend, Mr. Nichols. We might suggest that more frequent visits from the parents would bring the homes and schools in closer touch and be of benefit to all.

With a closing word of appreciation of the help and encouragement received from patrons of the schools, teachers, superintendent and members of the Board of Education.

Very respectfully,

JENNIE F. DEVIT.

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## REPORT OF THE LAFAYETTE SCHOOL

TO THE SUPERINTENDENT OF CITY SCHOOLS:

Dear Sir:—The enrollment of pupils in our school for the year just closed numbers 384. These pupils have been under supervision and training of the following efficient teachers: First Grade, Miss Katie Guy Caldwell, 55; First Grade, Miss Agnes Wakely, 30; Second Grade, Miss Nellie Michael, 34; Second Grade, Miss Elizabeth Hackman, 30; Third Grade, Miss Sada DeCastro, 32; Third Grade, Miss Martha Russel, 27; Fourth Grade, Miss George DeLeuw, 41; Fourth and Fifth Grades, Miss Luella Blackburn, 45; Fifth and Sixth Grades, Miss Daisy Lucht, 37; Sixth Grade, Miss Helen Birch, 28; Seventh Grade, Miss Agnes Paxton, 25. The per cent of enrollment for the year has been 93.

In order to procure the best results it is essential that each pupil be in his place promptly and regularly, not alone does this effect the school work, but good and bad habits formed in childhood influence the character through life, and it is with the most sincere solicitude that the teachers ask the co-operation of the parents in procuring good attendance. We have had but comparatively few truancies, and a relatively small amount of time lost by tardiness.

Recreation and diversion from a regular routine is essential in all lines of work; so with school. Morning recesses of fifteen minutes are allowed, during which time out-of-door sports are encouraged and teachers and janitor keep surveillance and see that all goes well. During the extreme inclement winter weather it was deemed wise by all to dispense with out-of-door recesses, and find recreation in the rooms, in marching and calisthenic exercises. The pupils of the lower grades are always given short recesses both morning and afternoon.

To produce satisfactory results in any line of work the workman must be provided with good tools. We are pleased to state that

we have a Board of Education which appreciates this fact and is ever ready, so far as it lies within its power, to grant our every reasonable request for helps in our work. Our building is well equipped with charts, maps, globes, encyclopedias, dictionaries and minor reference books, with blocks, scales, weights, measures, and supplementary reading material.

During the past two years the Board of Education wisely saw fit to improve the sanitary conditions of our building by placing lavatories and closets in the basement. Several of the rooms were refreshed by new paint and varnish. Through chemical analysis it was found that the well water is not pure and good spring water has been provided. Last year the old brick pavements surrounding the school building were removed and replaced by concrete which has added greatly to the appearance of our grounds and building.

The study of the beautiful in art and nature is emphasized and encouraged and a practical use of this study is made in our attempts to beautify the school grounds by planting flowers. We feel just pride in our play grounds and the pupils and janitor have heartily co-operated in making them more attractive. We have made but a meager beginning, but are hoping for greater things in the days to come. The love of the beautiful is further encouraged by the school room decorations which consist of copies of some of the masterpieces and other recognized works of art, also pictures of statesmen and authors, and living plants. Music and drawing have been recognized as essential parts of a complete education and the work accomplished is almost marvelous.

Great precaution is taken against the spread of contagious diseases, and this year only a few cases of whooping cough and one of scarlet fever have been in our midst.

I attribute the existance of the large amount of good will and harmony among the pupils and teacher, to the beneficent influence of chapel exercises. The children from third to seventh grades, inclusive, are for a few minutes each day brought together under the restraining influence of scriptural and moral teaching. Renting a piano is a tax upon the pupils, but they feel repaid for the sacrifices made by the pleasure it affords.

It is very gratifying to the teachers and pupils to know that parents are interested in their welfare and that their efforts are appreciated. One manifestation of the parents' interest is shown by their visits to the school. We are pleased to have recorded many such visits and extend a cordial invitation to all to visit often.

It is not alone the parents who have shown interest. We are always delighted when The Children's Friend and Benefactor, Mr.

Nichols, comes to us and shares his interesting travels by telling of them and showing his fine collection of pictures and curios. The majority of our pupils has had the great pleasure of participating with Mr. Nichols in a sight-seeing trip to St. Louis and to the World's Fair. We shall ever hold Mr. Nichols and his kind deeds in loving and grateful remembrance.

With a building so favorably located, a class of patrons so thoroughly in sympathy with educational movements, a corps of teachers so congenial and harmonious in their relations to each other and to their pupils, it is not a subject for wonderment or criticism that we can point with commendable pride to Lafayette School and its work.

I wish to thank you and the Board of Education for your support and my co-workers for their untiring zeal and devotion to their work.

Very respectfully,

EVA C. REYNOLDS, Prin.

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## REPORT OF FRANKLIN SCHOOL

TO THE SUPERINTENDENT OF CITY SCHOOLS:

Dear Sir:—The largest enrollment of the Franklin School for the year 1905-1906 was 328; boys 168; girls 160; and the attendance 96 per cent of the enrollment. Nearly all the irregularities in attendance were owing to illness.

The names of the teachers and their grades: Mrs. Gussie Gordon, First; Miss Beatrice Phillips, First; Miss Jennie Grassly, Second; Miss Sally Stacy, Third; Miss Mary Doyle, Third; Miss Minnie Alkire, Fourth; Miss Minnie Anderson, Fifth; Miss Elizabeth Higler, Sixth; Miss Dorothy Finley, Seventh. Miss Josephine Yeck was a substitute the first part of the year; Mr. Paul Whitney, the latter part.

Regularity and punctuality in attendance and devotion to study are attributes of all efficient school work. Emphasis placed upon the pupils' possession of these cardinal school virtues was attended, in nearly every case, with gratifying results.

Most of the time was devoted to an acquisition of knowledge of those branches whose importance is such that excellence in them is justly regarded as constituting the basis of all scholarship; but no subject having a permanency in the course of study was neglected.

The repairs and improvements at the Franklin building during the summer of 1905, in the way of carpentry, painting, plumbing,



fire-hose, wash basins, toilet rooms, and the like, were approved by every well-wisher of the school. Patrons, pupils and teachers, owe a lasting debt of gratitude to the Board of Education; and the value of the modernization was largely enhanced by the supervision of the member of the third ward, Mr. J. A. Obermeyer. No former member, resident of the same ward, ever had the interests of the school more at heart, nor gave more liberally of his time to promote its welfare.

In conclusion, a word in praise of the teachers is eminently proper: to their harmony as a corps, their devotion to the work, and their cheerful co-operation, the proficiency of the pupil is due.

Respectfully,

H. A. WITHEE. Principal.

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## REPORT OF MORTON SCHOOL

TO THE SUPERINTENDENT OF CITY SCHOOLS.

Dear Sir:—I have the honor to submit the following report of Morton School for the year 1905-1906.

The total enrollment for the year is 135, distributed as follows: Miss Young 51; Miss Lonergan 21, Miss Withee 28, Miss Maher 35.

The attendance has been excellent. We have had but few cases of sickness among the pupils, owing, we think, to the thorough bi-monthly fumigation of the entire building. The teachers also have been free from illness. Thus our work has not suffered from irregularity.

The entire building is in excellent condition. The playground is large, grassy and well shaded. We are very fortunate in our location. The view from the rear of the building is one of quiet, pastoral beauty. We are free from the noise of the down town districts. In 1904 the ceilings and walls of all the rooms were painted in restful colors and the woodwork varnished.

We have endeavored to train our pupils morally, mentally and physically, but over and above all, to install good principles in them. The harmony and kindly feeling among pupils and teachers is a marked characteristic of the school.

Character is largely determined by environment, so we have aimed to surround our pupils with those things which elevate and inspire. Copies of the masterpieces, and portraits of eminent men adorn the walls and blooming plants fill the windows making the rooms attractive and home like.

The school is supplied with encyclopedias, dictionaries, reference and culture books, charts, a few maps, globes, drawing models, measures of capacity, microscope, and other articles and materials necessary for efficient school work.

Due attention has been given to the cultivation of the esthetic nature of the child. Music and drawing have been part of the daily program.

The work in language has been greatly improved by systematic composition work.

History has been introduced into all the grades. Beginning with primitive man in the primary, the development of man is traced step by step in the successive grades. Our pupils, through this rational method, acquire a taste for historical reading, and have a knowledge not possessed by those who were taught by the old method.

Through the generosity of S. W. Nichols, a large number of the pupils enjoyed a trip to St. Louis. The school is also indebted to him for a lecture on Yosemite Valley.

Our janitor has been faithful, and has promoted the general welfare by attention to all the details of his work, and his ready willingness to assist us at all times.

The work of the year has been strengthened by the regularity, harmony, co-operation, and mutual support which have prevailed throughout the year.

I am grateful for the support and encouragement that I have received from the Board of Education, and the assistance and co-operation of the superintendent, teachers, supervisors, and patrons.

Very respectfully,

MARY L. MAHER, Principal.

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## REPORT OF WASHINGTON SCHOOL

TO THE SUPERINTENDENT OF CITY SCHOOLS:

Dear Sir:—At your request I take pleasure in submitting to you the following report of the Washington School for the year 1905-1906.

The enrollment—255 boys, 251 girls, total 506—shows an increase of 60 pupils since last year and gives an average enrollment of 39 pupils to each teacher.

The excellent attendance for the year just closing has been due, largely, to the use of pure drinking water, to the sanitary condition of the building, and to the care against the spread of contagious diseases. The average attendance for the entire year is 95.5 per cent.

Since the last publication of the annual report of the schools, this building has been enlarged by the addition of four rooms and has been greatly improved by repainting the interior and changing the system of heating and ventilating; the basements have been remodeled according to the best sanitary principles.

Notwithstanding these improvements, the large enrollment necessitates the use of three rooms on the third floor. As these rooms are inadequately lighted and ventilated, besides being uncomfortably warm in the spring and fall, the condition is an undesirable one. A few of our rooms need re-seating with regard to size of pupils to occupy them, and some wornout blackboards need replacing with slate.

In a few of the higher grades Departmental work has been done with appreciable success. Progress has been made along all lines, and much attention has been paid to securing best methods of instruction.

I wish to express my appreciation of the faithful work of the teachers and their untiring efforts to further the highest good of the school, and to thank you and the Board of Education for your hearty co-operation in all our undertakings.

Very respectfully,

AGNES S. LUSK, Principal.

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## REPORT OF EIGHTH GRADE

TO THE SUPERINTENDENT OF CITY SCHOOLS:

Dear Sir:—For many years previous to the erection of our new high school building, it seemed impossible to bridge the chasm between the ward schools and the high school.

Many pupils upon completing the eighth grade in their ward building were content to stop, since they had reached the limit of their experience, and being in no way in touch with the high school, had no desire to enter its portals.

On the other hand, those pupils, who did enroll from the grades, were confronted with conditions entirely different from those to which they had been accustomed.

Instead of the constant association of one teacher, to whom each class recited, the pupils met four or five different instructors for one period each day, and this too, in subjects other than those with which they had been familiar throughout the grades. As a natural result, valuable time was lost by the first year pupils while they were trying to adapt themselves to their new environment.



It was to meet these very needs, to first interest the pupil in the high school and its opportunities, and then better prepare him to go on with his work there without any interruption, that in January of 1902, the eighth grades were removed from the ward schools to our beautiful new high school building.

Here the pupils come from every ward, from private, parochial, country and other schools, and the work of amalgamation (which is no easy process) begins.

They have their chapel exercises as a united body, and become accustomed to passing from room to room for various recitations under different teachers; in fact, as much as possible, they follow the regime of the high school. Then when they enter the latter, it is only the subjects that are new, all else has become familiar down in the eighth grade.

The first class, we graduated, chose for its motto the following words, "The next step—the High School," and this has always been our watch-word. From the first to the last day of school the pupils are led to look forward to the time when they, too, shall enter the high school proper, and are urged to prepare themselves in every way for its duties.

The result is that many pupils who enter the eighth grade with no thought beyond "to graduate," become interested and eager to go on through the high school course.

That the eighth grade is doing this work, one need only look at the increasing high school enrollment to be convinced.

In the beginning, we occupied three rooms on the first floor, but for the past two years, four rooms have been required to accommodate the increased attendance.

Our enrollment for this year is 139, there being at present 117 belonging. Of this number, more than one hundred will be graduated this month to the High School, the largest class in our history.

The attendance and punctuality have been good; during the spring term, remarkably so.

In addition to their work with the regular teachers, the eighth grade pupils have a lesson once a week from the special teachers in music and drawing. The fact that all the pupils can meet in united chorus work has given added zeal to the music, and made it one of the strong and most pleasant features of the course.

In the last published report, our superintendent called attention to the need for more rhetorical work in the schools. In response to that need, we make the beginning in the eighth grade, where pupils may elect either music or "Rhetoricals," the two classes meeting at the same time.

The experience and drill in the rhetorical work are most helpful to the pupils, and many delightful programs and inspiring selections at morning exercises have been given us throughout the year by the members of the rhetorical class.

The eighth grade pupils have also the privilege of the manual training and domestic science departments, each class spending one and one half hours per week with the special teachers, the results of which have been most gratifying.

The eagerness and earnestness of the pupils in selecting their high school courses for next year have been a source of great satisfaction, largely due to the helpful suggestions and ready sympathy and interest of our superintendent who during the year has been a constant inspiration to both teachers and pupils. It is with a deep sense of gratitude that we acknowledge the kindly interest manifested in our work by the members of the Board of Education.

I feel I cannot close this report without words of appreciation for the untiring devotion of the associate teachers who have labored so faithfully throughout each year.

Without the spirit of harmony and co-operation which exists, the present measure of success could never have been attained.

Respectfully,

LAURA C. WHITE, Principal.

SUMMARY OF ATTENDANCE FOR 1905-1906

SCHOOLS	TOTAL ENROLLMENT	AVERAGE NO. BELONGING	AVERAGE NO. ATTENDING	TOTAL DAYS ATTENDED	PER CENT OF ATTENDANCE	TOTAL NO. TARDY
JEFFERSON	459	376.1	246.7	62267.0	93.1	208
INDEPENDENCE	84	61.2	52.6	10873.5	92.3	21
LAFAYETTE	384	309.7	298.5	52397.5	92.7	144
FRANKLIN	328	281.9	270.6	47392.5	94.7	89
MORTON	135	112.4	107.4	18769.0	95.0	59
WASHINGTON	507	446.3	426.8	74318.0	95.5	118
EIGHTH GRADE	137	123.6	119.0	20807.5	96.0	108
HIGH SCHOOL	315	302.8	297.2	51136.0	94.7	490
TOTALS	2349	2014.0	1818.8	337961.0	94.25	1237



COURSE OF STUDY—HIGH SCHOOL

	COLLEGE PREPARATORY	GENERAL	COMMERCIAL
I.	Latin or German English Ancient History Algebra	English Ancient History Commercial Arithmetic ( )	English Commercial Arithmetic Physical Geography ( )
II.	Latin or German English Plane Geometry ( )	English Modern History Algebra ( )	English Bookkeeping Commercial Geography ( )
III.	Latin or German Algebra—Solid Geometry English ( )	English English History Science ( )	Stenography American History Typewriting $\frac{1}{2}$ credit ( ) $1\frac{1}{2}$ credit
IV.	Latin or German English Physics ( )	English American History Science ( )	Stenography Typewriting $\frac{1}{2}$ credit Civics and Economics Commercial English and Com. Law ( ) $\frac{1}{2}$ credit

Manual Training, Domestic Science, and Music are elective in any year of either course.  
Manual Training and Domestic Science are given  $\frac{1}{2}$  credit each.  
Music is given  $\frac{1}{4}$  credit.

## COURSES OF STUDY

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### FOUNDATION THOUGHTS

1. The highest aim in life is the attainment of ideal worth.
2. It has been stated that education is to perfect all the powers of man; that it is to fit man for eternity; that it is to prepare him for complete living; that it is to develop the reason in man, to make him rationally free; that it is to assist in the development of all the infinite powers. These are all worthy aims, but the last seems to include all and emphasizes the essential idea in all movements in education.
3. This view of life has for its aim the unification of the individual human being with the divine. The child must think the thoughts of God after him as revealed in the institutions of man and of nature. It thus appears that the real struggle of life is not in the getting of money or of name, but in the struggle to reach the soul's highest good, to reach true manhood and true womanhood. Whenever this higher aim is sacrificed for the lower, the mechanic will degenerate into a machine, the lawyer into a pettifogger, the doctor into a quack, the minister into a formalist, the teacher into a keeper of records and to a listener of bookish recitations.
4. The child being created in the image of his maker, every activity of his life should be exerted in the direction of the possibilities thus assured. The great question for the teacher, the question that should hover over each and every lesson is: *How can I make this bear on the struggle of life?* Just how will this help the pupil realize his divine possibilities?
5. This view of education asserts that it is the business of the Public Schools to give the individual the fullest control of himself and of his environment. It does not underestimate the value of physical, or the so-called practical education, but asserts that neither of these is sufficient as a basal organizing idea in the process of education. The admonition is, "Seek ye first the kingdom of heaven and all else shall be added."
6. Education being a growth, the system should be so arranged and the teaching force so directed that, no matter at what period the child is compelled to leave school, his powers shall have been so developed that no faculty or line of thought has been sacrificed for

another. Under the guidance of his Maker, the child has during its first few years made considerable progress in the fields of science, art and the institutional life of men. This many sided development then must be continued from the child's entrance into school until his final separation from it.

7. Man moves forward to the realization of his goal by means of self created institutions as means. In each of these he should see his ideal reflected. The divine element upon which home, church, business, government and school is founded as instruments in education, should inspire the individual to realize his higher nature by sacrificing his lower.

8. The child in the public school is to live freely in that preparatory institution whose function is to reveal the ideal of a "self redeemed from feeble thought, perverted feelings, and irrational will." It should stimulate him to attain this ideal, thereby placing himself in harmony with every phase of life with which he will come in contact. With these aspects of life revealed to him, he should be able to face his fellow men and recognize in each a natural and a kindred tie to his own soul. To him there should be no paupers or princes, bankers or lawyers, church men or school men. In them all he should recognize only man, following the vocation common to all, the achievement of a divine destiny.

9. "The pupil is a dual being. He consists of a real self, and of an ideal self. The real self is so constituted as to feel instinctively that it is truly this ideal self, although at present only potentially. Therefore, the child is the natural ally of the teacher in all efforts to spell out the meaning of the universe, unless his native unrest in the real, his native longing for the ideal has been repressed by unskillful, unsympathetic work. \* \* \* The aim of education is to equip the child with the desire and the ability to wrest from the plant, work of art, or printed page, the aspect of his permanent self. He is to be given power to cope with any one of these when alone with it. Hence education must gradually emphasize, more and more, processes and not facts."—*Howard Sandison*.

10. "Life is simple; it is choosing the ideal worth of the soul against every other interest that may clamor for recognition. The choice is to be made between two things only; the present, real self, and the future, ideal self; and in obedience to the doctrine that, 'he that findeth his life shall lose it.' This contains the whole law. \* \* \* The soul of the pupil has its own reasons for the activity stimulated and the knowledge acquired."—*Arnold Tompkins*.

11. The general aim of education as here set forth is sufficiently broad to include all training. The means employed in the educa-



tion of the child are undergoing rapid changes. Institutional life as it now exists, points the way to a greater emphasis on the inherent motor activities of the child. If he is ultimately to render the most efficient service to the community in which he lives, as well as to receive the greatest service from that community—and certainly this is the highest aim in life—more attention must be given those means which will enable him to live this fullest life. A larger and a more selective use must be made of the child's physical environments. A larger and freer use must be made of the *social* and *industrial* life in which the child has its being. It must become free from the bookish and formal training of yesterday and set free to make use of its immediate environment to lift itself into the atmosphere where it can view all forms of our complex life as so many means in the unfolding of its nature. The child must become through its environment, a discoverer of laws, which are universal, and must acquire power and skill in giving freedom to those laws in its own life.

This changed attitude toward the means to be employed, is introducing lines of constructive work, domestic art, first hand observation and investigation of the physical and institutional life which environs the child. The school of today seems to be radically different from the school of yesterday, but this is only a seeming. Each new means to be employed as well as each old means to be emphasized must stand the fundamental test—how may this means be used to develop the infinite possibilities of the rational human soul?

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## GENERAL METHOD

1. Each subject of study contributes a special phase of life and must be viewed in its unity and diversity with every other subject, and in unity with the great purpose of life.

2. The teacher armed with the fundamental idea of life and the relation of each subject to this life, must then take firm hold on the dominant idea in each subject, and interpret its every phase and fact in the light of this idea. This vital principle binds the facts of a subject together as a scientific whole and at the same time differentiates these facts giving rise to the various divisions of the subject. This is a fundamental guide enabling the teacher to make her assignments, to question her pupils, and to consciously guide their unconscious development toward the goal of her endeavors.

3. The educational value of any subject is measured by its adaptation to stimulate the child's entire round of activities in the

direction of his highest ideals. This alone determines the relative amount of time to be given any subject.

4. The assignments of lessons must be very definite and adapted to the pupils for whom they are intended. If this be well done in the light of the nature of education, of the subject-matter, and of the nature of the child's mind; if the teacher then adhere to this assignment in the recitation, the problem of interest, of attention, and of discipline will very largely disappear.

5. The movement of mind in knowing is from the individual notion to the general notion, and back to the individual. The mind first grasps an object as isolated, then as related. The subject matter is quite similar for each grade but differs in the varying degrees of generality under which it is viewed, due to the nature of the unfolding mind.

6. "We must practice in thinking \* \* \* the constant object of all teaching from infancy to adult age, no matter what may be the subject of instruction \* \* \*. Effective training of the reasoning powers cannot be secured simply by choosing this or that subject for study. The method of study and the aim in studying are the all-important things."—*Charles W. Eliot*.

7. In the employment of any means—history, geography, science, arithmetic, grammar, manual training, domestic art, etc., the test of Dr. McMurry should be applied. "We ought to omit—

(a) Whatever cannot be shown to have a plain relation to some real need of life, whether aesthetic, ethical, or utilitarian in the narrower sense.

(b) Whatever is not reasonably within the child's comprehension.

(c) Whatever is unlikely to appeal to his interest, unless it is positively demanded for the first very weighty reason.

(d) Whatever topic or details are so irrelevant that they fail to be a part of any series or chain of ideas, and, therefore, fail to be necessary for the appreciation of any large point; this standard need not apply to the three R's and spelling.

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## PHYSICAL CONDITIONS.

If the unity between the objective world and the subjective child is an end in education, then anything which would interfere with the process of the child's mind in unifying itself with the subject-matter in hand is to be seriously avoided. This will call for the greatest skill on the part of the teacher. A thorough knowledge of

physiological psychology is the surest guarantee to success in this line. In general we may say that whatever, during a recitation or a study period, tends to make the child conscious of his physical being, will very greatly interfere with his mental energy. The question of light, hearing, seating, ventilation, heating, etc., are among the questions calling for closest study. Every teacher, in a general way, understands that improper physical conditions interfere with discipline and instruction. But may it not happen, that some, and especially the least experienced, may not have seen the real significance of these questions? Could not all profit by a very close study of the relations between the mind and the body in the process of learning? The physical condition of both teacher and pupil must be that of rest, if their minds are to act most freely in cooperation to the end of fullness of life in the child.

To the end of physical happiness in the child, we may give great care to their physical comfort in school, regulating light, heat, ventilation, etc., but often stop short of investigating the child himself to ascertain his temperature conditions, his seeing, hearing, etc.

Perhaps the organ most severely taxed in school work is the eye. Direct sunshine may be revivifying to life, but in the school room may seriously endanger the pupil's eye sight. It may be that many of our rooms do not admit light only from the east, north or north-east, but much can be done by the skilful teacher to overcome this improper lighting. It may be that the teacher's assignments upon the board are auxiliaries to imperfect vision. If her writing is large, her letters nearly vertical and free from unnecessary strokes; if her spacing is sufficient, her position on the board well chosen, there will be little danger of injuring her pupils' eyes. It may be that many eyes are defective, but this will be discovered by the thoughtful teacher and the seating changed to a proper accommodation.

The hearing of the pupil is likewise a problem for the teacher. Many a child has been punished for disobedience or inattention when a careful investigation would have revealed defective hearing. The child thus punished will bitterly resent the injustice and the question of discipline and instruction for him, and it may be for many others, is made seriously complex. Success or failure on the part of teachers is largely the result of the teacher's attitude towards these two defects—seeing and hearing.

The faulty positions of school children while at their desks is a prolific cause of deformity and of eye disease. If the desks, seats and backs are of improper shape, proportion, and not fitted to the child, not only is health interfered with, but the most serious obstruction to discipline and instruction invited. It is from the stand



point of discipline and instruction that the teacher is most concerned. If conditions are most favorable in these two regards, the hygienic condition is solved. Teachers generally are able to see the false conditions in seating, but may it not be that the most skillful teacher is the one who never fails to recognize in her daily practice these imperfect conditions? It is true that many of our seats violate every known hygienic principle. It is no less true that a skillful teacher may do much to overcome this.

Passing by the other questions of ventilation, heating, etc., let it be understood that the first concern of any teacher is to see that whatever physical conditions interfere with the mental condition of her pupils is as far as possible removed. The first week of school is well spent if the teacher has mastered the physical situation in her room. She should have discovered also any defective hearing and seeing and have adjusted her room to meet these conditions.

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## SUGGESTIONS

### THE COURSE OF STUDY

The course of study is not an absolutely fixed thing. An attempt has been made to recognize a proper aim in life, and to outline the various subjects in such a manner as best to illustrate their fitness as a means in solving the problem of life for the child. We have attempted to recognize—

- (a) The physiological phases of the child's mind.
- (b) The psychological aspect of the child's life.
- (c) The sociological relations into which the child is born.

A general attempt has been made in each subject to consider its essential nature its method of interpretation, and its educational value from the view point of (a), (b) and (c). Then has followed in most cases an outline of the course by terms and years. *This is flexible.* The skillful teacher will regard the outline rather as a base upon which to build than as a limit to be reached. It is hoped that the course may be only a guide, but a guide into spiritual life in the child.

### THE DAILY PROGRAM

It is not expected that every subject outlined is to be a part of the daily program. It represents parallel and more or less coordinate lines of thought that are to be followed throughout the year. The subjects (many of them) should alternate on the daily program. A series of lessons on one subject then on another is contemplated

here. This alternation must be determined by the individual teacher with the advice of the superintendent. A proper coordination of subjects, in so far as conditions will permit, is the thing desired.

### EXAMINATIONS

It is not expected that there shall be regular examinations throughout the year or a final at its close. Many written lessons may be sent from the office but at such times as not to interfere with the daily work. After the pupils have worked out the complex sentence in so far as they are able, a written lesson may then be given. This will be a means whereby the teacher may not only test her pupil's ability but also her own skill as a teacher. She will then be able to fix the uncertain points in the pupil's mind and to modify her plan of work if need be. *This is typical for all subjects. Examinations by terms or at the close of the year come too late for the profit of either pupils or teacher.*

### GRADE AND HIGH SCHOOL RELATIONS

The High School course is to be viewed as a continuation of the course in the grades and teachers *must* familiarize themselves with the various lines of work below the high school. It is also essential that each teacher in the high school know the movement of all coordinate lines of work in the various years and terms of the secondary course. Adjustments to these relations will secure those continuous and parallel experiences which are so essential as a unifying factor in school work.

## READING

### INTRODUCTORY

1. Reading should claim the first place in a course of study. It is fundamental and prerequisite. Reading whether didactic or literary, silent or oral, is the process of interpreting written or printed discourse constructed under the impulse of a definite purpose.

2. The great mass of reading done in school is didactic. History, Geography and Physiology are forms of didactic discourse and as such require special treatment in the process of interpretation.

3. This kind of discourse requires that there shall be a definite theme treated, which is usually stated in the title; that each paragraph present one phase of this theme; that each sentence in a given paragraph bear a definite relation to the paragraph theme; and that all paragraphs bear a definite relation to one another and to the general theme.

4. Reading, as literature, stands alone in the school curriculum. No other subject can give skill in the interpretation of discourse of this kind. Hence the bulk of reading having a place on the program should be of literary form and content.

5. Reading, as literature, is a fine art, and cannot be presented as didactic discourse or as ethics. It is ethical, but is so because it is fine art. The highest function of literature is the embodiment of the ideal. The pupil should be made to feel this ideal in the fullest possible way and then be permitted to revel in the enjoyment of his contemplation. It is the feeling which prompts to higher life, which takes care of the struggle of life.

6. In all literary reading the theme is presented through concrete imagery. The theme is always an idealized phase of human life—the child's own life. The imagery as well as the life is idealized and more or less perfectly adapted to set forth this life. The process of interpretation then would move along three lines.

- (a) A study of the imagery as presented through the language.
- (b) A study of the theme or thought of life for which the imagery and the language exist.
- (c) A study of the language and imagery in their adaption to set forth the theme.

The process is ever analytic-synthetic. The living unity of these various phases of form and content alone can give that deepest impress of the soul which literature has to give.

7. The educational value of reading depends largely upon the spirit and method of interpretation. While many pieces should be studied solely for the pleasure derived from one careful reading, yet the fact remains that the class exercises should be largely those requiring a close literary interpretation. While the pupil should seek more and better life in each exercise, yet it is skill in the power of literary interpretation with which the teacher is most concerned.

Other important aims are these:

- (a) To gain a knowledge of literature and a habit of reading only the best.
- (b) To gain a close familiarity with a few of the best authors.
- (c) To acquire power of self-interpretation and self-realization through a fusion of the life of the reader with the life of the author.
- (d) To form the habit of transforming common-place concrete things into types of ideal spiritual life.

8. Reading is a mental process. It is now generally admitted that oral qualities, in their essence, spring from mental qualities.



Emphasis, inflection, etc., arise in the mind of the reader in the process of interpretation. Mechanical expression of a high order cannot be acquired through any automatic action of the vocal organs guided by external rules. "The letter killeth; the spirit maketh alive."

9. While oral reading depends primarily on a previous interpretation of thought and feeling, yet much conscious training is required to produce intelligent and sympathetic oral interpretation. Successive problems in oral expression require as definite and as prolonged effort as the various problems in silent interpretation.

- (a) The mental attitude of the reader toward his audience is the first and fundamental requisite. The reader should feel the responsibility of making his listeners see the imagery, comprehend the thought, and experience the feeling which he himself possesses. And this demands the *eye* as well as the *ear* attention of the audience. It further demands that the reader face the audience whose sympathetic eyes and ears encourage the fit expression.
- (b) The teacher's part here is just as important as that of the pupil's. She must at all times assume that the pupil has done his best. No pupil should be told to sit and let another do it better. The criticisms should never repress but always sympathetically encourage to renewed effort. Her suggestions, the expression on her face, the tone of her voice, all should encourage freedom of effort. And when the pupil has failed another should be called upon to give the pictures as he sees them, the thought as he has interpreted it, or the feeling which has been inspired within him.
- (c) But aside from this mental attitude which all must assume in a reading exercise, there is a certain set of principles of oral expression which must be carefully worked out one by one. The first and most important of these is that of *grouping*. This work should begin in the third grade and continue as a thread of work throughout the grades. Another principle is that of the *succession of ideas*. This principle should follow after pupils are quite skillful in handling that of *grouping*. At least these two principles should be wrought out carefully through the last six grades. (See Clark for additional suggestions).

#### FIRST YEAR

1. *Reading.*—*Aim, material, methods.* The purpose of the first

year's reading is one with the purpose of reading in the entire course —*the interpretation of discourse constructed under the impulse of a definite aim*. The child interprets the story, the sentence or the word that it may receive new images, new thoughts, and new feelings. The enlargement of life is the sufficient reason for the mastery of the symbols employed.

The reading material for the first half of the year is largely incidental, being drawn from the child's daily experiences in school and out of school. The sources of material are—

- (a) In connection with the literature.
- (b) In the general management of the school.
- (c) In connection with nature study.
- (d) In connection with history and geography.
- (e) In connection with games, etc.

The efforts of the teacher will best be conserved by a *wise blending* of the *story, sentence, word, and phonic methods*. These methods of interpretation run practically parallel throughout the year. In the phonic work, *no diacritical marks are to be used*. The more general laws of phonic relations of letters are to be worked out inductively and then much drill given, but not in the reading recitation. During the latter half of the year introduce *syllabification* and *accent*.

A failure to make out a new word from a phonic analysis, is generally overcome by an examination of the context meaning of a word. This close examination and testing of words strengthens the pupil's power to enunciate properly, and seldom fails to fix the correct spelling.

The child should not be permitted to express orally a sentence which the teacher feels he does not know. No voice or meaning can be given to a thought when the child is uncertain. In all attempts at reading the children should not only be able to express themselves well orally, but should be given an opportunity to express themselves through drawing, construction work, dramatization, etc. Complete outlines for phonic work in all grades will be furnished.

## II. Basic and Supplementary Readers.

Bass's Beginner's Reader	Graded Classic First Reader
Arnold Primer	Graded Literature First Reader
Holton Primer	Cyr's Dramatic First Reader
Wheeler Primer	Overall Boys
Sun Bonnet Babies' Primer	Stepping Stones to Literature
Culture Primer	Lights to Literature Reader(text)

(Selections from the above)

*III. Classic Lore* (to be given by the teacher and retold by the pupil).

The Three Bears	The Wind and the Sun
Little Red Riding Hood	The Fox and the Crow
Cinderella	The Little Match Girl
Discontented Fir Tree	The Pea Blossom
The Anxious Leaf	Persephone

*IV. Poems.* Poems as selected and arranged by "Three Years with the Poets." (Houghton Mifflin & Co.) or, Graded Poetry Readers (No. 1-2). (Maynard, Merrill & Co.)

## SECOND YEAR

### *I. Basic and Supplementary Readers.*

Around the World (1)	Cyr's Adv. First Reader (Art Series)
Field and Forest	Wiltse's Grimm's Fairy Tales
Plant Life (Bass)	Dopp's Tree Dwellers and Cave Dwellers
Chase's Stories of U. S.	Stepping Stones to Literature Book II.
Graded Classics Book II.	Lights to Literature Book II. (Text)
Graded Literature Book II.	
Culture Reader Book II.	
Classic Stories (McMurry)	

### *II. Classic Lore.*

Hiawatha Primer	Anderson: The Stork
Aesop: Ant & Grasshopper	Darning Needle
Fox and Stork	Ugly Duckling
Fox and Lion	Grimm: Elves and Shoemaker
Hare and Tortoise	Phaethon
Crow and Pitcher	Arachne
	Woodpecker (legend)

*III. Poems.* Selections from "Three Years with the Poets." and Graded Poetry Readers (No. 1-2).

## THIRD YEAR

### *I. Basic and Supplementary Readers.*

Geographical Nature Studies	Lights to Literature Book III. (Text)
Seven Little Sisters	Cyr's Adv. Second Reader (Art Series)
Great Americans for Little Americans	Stickney's Aesop's Fables
Dopp's Later Cave Men	Judd's Classic Myths
Animal Life (Bass)	McMurry's Robison Crusoe
Fables & Folk Stories (Scudder)	Stevenson's Child Garden of Verses
Stepping Stones to Literature Book III.	



*II. Classic Lore.*

Five Peas in a Pod (Anderson)	Ceres
Kipling's Jungle Book	Apollo & Hercules
King of the Golden River	Aurora & Tithonus
Midas	Perseus
Rhoecus	Orpheus & Eurydice

*III. Poems.* As arranged in "Three Years with the Poets,"  
and Graded Poetry Reader (No. 3)

## FOURTH YEAR

*Reading and Literature.*

Cook's Story of Ulysses	Harding's Greek Gods, Heroes, and Men
Hawthorne's Wonder Book	Each and All (Andrews)
Nature Myths (Holbrook)	Fifty Famous Stories (Baldwin)
Hans Anderson's Stories	Graded Poetry Reader No. 4
Whittier's Child Life in Poetry and Prose	Lights to Literature Book IV. <i>Text</i>

## FIFTH YEAR

*Reading and Literature*

Norse Stories (Mabbie)	King of the Golden River
Young Citizen (Dole)	Harding's City of Seven Hills
Ten Boys (Andrews)	The King and His Wonderful Castle (Brown)
Eggleston's Beginner's His- tory	First Book of Birds (Miller)
Graded Poetry Reader No. 5	Lights to Literature Book V. <i>(Text)</i>

## SIXTH YEAR

*Reading and Literature*

Outdoor Studies (Needham)	Graded Poetry Reader No. 6
Ten Common Trees (Stokes)	William Tell (McMurry)
Our State and Nation (Hoff- man)	Tales of Troy (DeGarmo)
Harding's Story of the Mid- dle Ages	Scott's Tales of a Grandfather
Making of Illinois (Mather)	Book of Birds II. (Miller)
	Lights to Literature Book VI. <i>Text</i>

## SEVENTH YEAR

*Reading and Literature*

Whittier's Snow Bound	Literary Readings, Curry
Sohrab and Rustum	
Lays of Ancient Rome	

Miles Standish  
 Evangeline  
 Stories of King Arthur  
 Great Stone Face  
 Grandfather's Chair  
 Story of Our English Grandfathers

### EIGHTH YEAR

#### *Reading and Literature*

Sir Launfal	Literary Readings, <i>Curry</i>
Julius Caesar	
Merchant of Venice	
The Talisman	
Lady of the Lake	
Silas Marner	
Lay of the Last Minstrel	
The Deserted Village	
Carpenter's North America	

NOTE—Outlines and suggestions on literary interpretations, didactic interpretation, and on oral expression will be furnished from time to time. This applies to all grades.

References: Thompkin's Literary Interpretations; Science of Discourse.

Arnold's Reading: How to Teach it.

Corson's Literary Aims.

Clark's, How to Teach Reading in the Public Schools.

Chubb's, The Teaching of English.

## LANGUAGE

*Nature and Purpose.* Language is based upon the idea that all education consists in the development of *thought* and *expression*. Thought is fundamental and prerequisite to expression. A failure to recognize this relation in practice is the cause of poor results in this line of work. The essential condition for all language work worthy of the name, whether oral or written, is that the child has something he wants to say. *Language, composition, has for its subject-matter, language in the process of construction under an impulse to express thought for a definite purpose.*

This suggests that the study of things should form a basis for

the main line of work. The pupil should get the thought and in such a way that he desires to express it. "Now the really great secret in teaching true composing is to find some way of implanting in the mind of the child the appropriate degree of impulse and purpose, and then to do as Anthony did, let them work." In the first three years at least the effort should be largely to awaken an impulse through a study of Nature, History, Art etc. Through the remainder of the course, *purpose* should become more and more prominent, though impulse is to remain a prominent factor.

From the nature of objects and the way in which the mind thinks them, certain fundamental lines of work necessarily exist.

1. Particular objects may be viewed in a process of change, giving rise to *narration*, or they may be viewed as having fixed attributes giving rise to *description*.

2. Objects may be viewed as to their common idea, and language may set forth the nature and extent of this idea, giving rise to *exposition*; or an object may be viewed as possessing a general idea and language may assert this unity setting forth reasons for this assertion, giving rise to *argumentation*. This is the order of their complexity, because it is the order of the child's progress of thinking from the simple to the complex.

It is evident from the foregoing that primary composition work deals mainly with narration and description, that exposition may be introduced during the seventh and eighth years; and that argumentation, as such, may be lightly touched during these same years. It is also evident that the simplest kind of narration or description is that produced when the object is present to the senses; that to produce either form of discourse from memory is a still higher phase and probably the culminating point of the effort in the grades.

Besides these larger units toward which all language work should tend, there are two lesser units of vital importance. These are the *paragraph* and the *sentence*. The paragraph is the larger unit in the general discourse, as the sentence is the larger unit in the paragraph. These units are all vitally related and must ever be held in mind in all language work.

These lines of work then, and byways leading into these trunk lines, constitute the real composition work in the grades. All constructive work is very important and must not be neglected, but it is subordinated to and included in the main trunk lines. Some of the purposes of Language Work to keep in mind are:

1. Power in thinking and logically organizing the thoughts discovered in Science, History, Art, etc.



2. The meaning and use of expressions—*the foundation for all Grammar work.*

3. To acquire a good style.

4. To increase and select a good vocabulary.

*Material and Means.*

The material of language work springs from two main sources,—

1. From the child's life interests and experiences outside of school.

2. From his everyday school room experiences in the various lines of work.

Neither of these sources can be neglected. For freedom and force of expression, no material is as well adapted as the child's own independent life experiences. While for clearness, elegance, accuracy, and for types of thinking and constructing, no material is equal to his work in history, science, literature, art, etc. pursued under a skillful teacher.

The lines of work selected should be as varied and as interesting as the child's life itself, and above all *it should look to the future service of the child in the general organizations of society.* Work in any given line should be progressively difficult and much of it should be spirals running throughout the course. The lines of work here contemplated are:

1. Copy and dictation work.
2. Work on forms—pronouns, verbs, etc.
3. Reproduction—narrative, descriptive etc.
4. Study of poems—interpretation, memorize.
5. Study of pictures—story, description and interpretation.
6. Paragraph—interpretation, construction.
7. Letter writing—all forms.
8. Variety of expression.
9. Thinking a sentence into a context.
10. Various life experiences.
11. Thinking the context meaning of words.
12. Stories from brief hints; story to finish.
13. Work based on lines of school work.
14. Discourse forms—interpretation, reproduction, construction; basis for this work both in literary and didactic forms.

### FIRST YEAR.

#### I. *Composition.*

1. Oral. The language work for this year is largely incidental and mainly oral. The work is based on nature, history, literature, pictures, geography, reading, etc. The child should be encouraged

to express his thoughts freely and consecutively while his mind is wholly engrossed with the thought.

In his effort to describe a thing or reproduce a story, the child's main fault is in organization. Time and space relations, and attributes are promiscuously mixed in his unguided efforts. Here then is the opportunity of the teacher. She must be a logical questioner, so that child's answers shall be logically related. The pupil must be led to see essentials first, and then the details in their relations to these essentials. If power to think and to express logically is an ultimate aim, the habit must begin here.

2. *Written.* There should be but little written work in this grade, and that limited to the latter part of the year. The compositions, will then be mere statements concerning things which the child has studied. See outlines in history, literature, geography, etc. These statements should be placed on the board in proper sequence, thus forming a little composition. This should be read carefully by the class, and then carefully copied by the pupils. If the teacher is skillful, and logically arranges on the board all the facts, the pupils will get their first glimpses of paragraph structure. Unconsciously they will see that the paragraph exists primarily in the thought; that in each there is a main idea and that all the separate facts exist for the sake of this one idea. *This line of work should be carried out in every subject studied.* Language as such does not appear on the program.

*II. Constructive.* Beginning in this year there should be a systematized course in language from the formal side. It should ever be borne in mind that the capital, all punctuation, arrangement of words, phrases and clauses, and peculiar forms and combinations of words are determined wholly by the thought relations, and that any attempt to teach these by ignoring this relation, will result in dead formalism. At the same time certain forms should be treated in the first year, not as forms, but because certain thought relations appear in this grade, which require these forms.

1. Capitals and Punctuation.

- (a) How to write the names of persons, days of the week, months of the year, the pronoun "I", and how to begin a sentence.
- (b) The recognition and use of the period and interrogation point.

2. Study of words.

- (a) Correct use of personal pronouns.
- (b) Training in meaning and use of prepositions.
- (c) Possessive form of singular nouns.
- (d) Plurals of nouns used by the children.

See second year's work for additional suggestions and references.

*III. Pictures.* Selections from the following:

1. Two Mothers and Their Families, *Gardner*.
2. Can't You Talk, *Holmes*.
3. School in Brittany, *Geoffrey*.
4. At the Nursery, *Waterlow*.
5. A Jersey Family, *Douglass*.
6. The Little Brother, *Bremen*.
7. The First Step, *Millet*.
8. Madonna of the Chair, *Raphael*.
9. The Holy Family, *Murillo*.

*Note.* The Spirit of picture study is well set forth in the text.

For further references see the following:

How to judge a Picture, *Van Dyke*.

How to Enjoy a Picture, *Emery*.

How to interpret Pictures, *Sawvel*.

Picture Study in School, *Wilson*.

Great Artist Series.

Various language books and rhetories.

## SECOND YEAR

*I. Composition.* During the first part of the year the nature and method of the work is the same as in the first year.

*Oral Work.* The oral work should be based on science, literature, history, geography, reading, etc. This work should be so presented that the child may be as nearly as possible engrossed with the thought while he expresses himself. The questions of the teacher should seek to bring out the logical arrangement of the pupil's thoughts, essentials first, incidentals second and in their proper arrangement to the most essential. This does not imply the repression of originality in the child, but rather a directing of his energies to the greatest good. Much stress should be placed on the oral reproduction of classic stories, poems, and dramatization. Pupils should face the school and assume the attitude of speaker to audience. (See hints on oral reading). Then position, voice, and errors in language forms should receive special attention. For material in this work see outline of reading.

*Written Work.* The written work must necessarily follow the oral and is conditioned by it. If the oral work has been well done, the pupil should be able to write simple narrations and descriptions. These are largely exercises in imitation of what has been placed upon the board by the teacher in the process of dealing with the object orally.



If the work of the first year has given the pupil power to express himself clearly in simple, disconnected sentences, he should now begin to express himself in the simplest compound and complex sentences. Great care must be observed here to prevent the frequent use of the conjunction.

Some written compositions should be of daily occurrence during the latter third of the year. This may well take the place of the subject upon which it is based, for the child should not know that it is an exercise in composition. His entire energy should be given to the organization and clearness of his thoughts. He must be made to feel that neatness, penmanship, spelling, punctuation and capitals determine largely the clearness of his thoughts, to others. (See outlines of other subjects for greater detail in method of handling subject-matter).

## II. *Constructive Work.*

### (a) Capitals and punctuation.

1. Training in the general use of capitals extended.
2. All sentence marks and the simpler uses of the comma.
3. Marks of possession, quotation marks, and the hyphen at the end of the lines.

### (b) Study of words (oral or written).

1. Review of work of previous year.
2. Study formation of noun plurals.
3. Study inflected forms of relatives, interrogatives, and demonstratives; confine to necessity of the child.
4. Study possessive plurals of nouns.
5. Correct use of verbs; as, take and carry, come and go, teach and learn, have and got, lie and lay, sit and set.
6. Teach pupils to avoid use of double negatives.
7. Correction of mistakes in agreement of subject and verb.
8. Training in use of simple and compound tense forms.

## III. *Pictures.* Select from the following:

1. The Helping Hand, *Renouf*.
2. The Holy Family, *Guipson*.
3. The Little Rabbit Seller, *Bremen*.
4. The Shepherdess, *Lerolle*.
5. Come Along, *Bremen*.
6. Family Cares, *Barnes*.
7. Greedy Calves, *Weber*.
8. Brittany Sheep, *Bonheur*.
9. Feeding Her Birds, *Millet*.

References as given.

## THIRD YEAR

*I. Composition.* During this year the oral story is to be emphasized. The fable, myth, legend, and story used in the literature, history, nature and geography work are to be made the basis of this work.

*Oral Work.* The oral work of this year should be carefully guided. The logical arrangement of all material studied should be guided by the attribute of *purpose*. The material studied is to be selected from other lines of work, from pictures, objects, and incidents with which the child is familiar. In this work, the topic or series of topics should be made prominent. The child will thus be led to see that *the paragraph is based upon the thought*. The teacher should, at all times, remember that every oral recitation is an oral composition. The oral reproduction of classic lore is to be vigorously continued. (See reading outline for stories and poems).

*Written Work.* The written work of this year is to follow the oral work outlined above. This must not be over done, but *some* very carefully prepared written work should be secured each day. If the idea of the paragraph is carefully worked out orally, the grouping of sentences in the written work will come naturally. Much attention should be given to vocabulary and variety of expression. Close attention to this work in reading will mean much.

*II. Constructive Work.*

## (a) Punctuation and Capitals.

1. Review the work of previous years under daily criticism of written work.
2. Teach the use of the apostrophe in contractions and abbreviations, and the use of the hyphen.

## (b) Study of Words.

1. Review the work of previous grades by amplification.
2. Comparative and superlative degrees of adjectives.
3. Case forms of pronouns.
4. Pronouns for adjectives.
5. Don't and doesn't.
6. May and can.

*III. Pictures.* Selected from the following:

1. Saved, *Landseer*.
2. Shoeing the Horse, *Landseer*.
3. Sailors Return, *Rosenthal*.
4. The End of Labor, *Breton*.
5. Oxen Plowing, *Bonheur*.
6. The Return to the Farm, *Troyon*.

7. The Pet Bird, *Bremen*.
8. The Sheep Fold, *Jacque*.
9. Madonna, *Bodenhausen*.

*Teacher's references:*

Wisely's Language for the Grades.

Woodley's Foundation Lessons in English I.

Lang. Through Nature, Literature & Art. Purdue—Griswold.

Other references as given.

#### FOURTH YEAR

*I. Composition.* As the oral story has predominated through the first three years, so now the written story or narrative is to rise into equal prominence.

*Oral Work.* The various subjects of study will furnish abundant material for narrative discourse. The effort in any subject should be to lead the pupils by a series of inductive questions to organize their thoughts as in previous years. The law of organization is the same. Through oral discussion pupils may be led to make a logical outline embodying their investigations. This should be placed upon the board, giving an opportunity to produce an oral discourse in the light of their organization. This must invariably precede any written work.

The teacher should give special attention to the pupil's position, voice, enunciation, choice of words, forms of sentences, and clearness of expression in all oral reciting.

*Written Work.* There should be short written exercises upon the work done as suggested above. Some phases of these subjects which most naturally can be used for compositions should be selected. Narrations should be most prominent, yet all lines are to be carried forward. Many subjects may be viewed from both narrative and descriptive standpoints and will thus give the pupil added strength in each line of work by seeing it in contrast with the other.

After the work shall have been done by the pupils, a very important thing yet remains to be done—the correction of the mistakes. It is the supreme opportunity of the teacher, while the interest is centered upon the thought, to have all corrections made. The exercise should then be reproduced making all improvements suggested.

*Suggestions.*

1. The reproductions of this year are based on the classic lore of the first three years. These stories are suggested: Leonidas, Horatius, Promise of Regulus, Boy at the Dyke, Pandora, Aurora St. Valentine, Sword of Damocles.



2. Interpretation of poems—September, The Frost, The Fountain. See reading outline for suggestions and other poems.

3. Work on pictures is limited to the suggested story using those classics clearly within the range of the children and indicating clearly an incident—"At the Nursery," "The Rabbit Seller," "The Music Lesson," "Saved," are types suitable for this grade. See text for suggestions.

4. Work on the paragraph is limited to the interpretation of select types.

5. Work on geography, history, nature and incident to be written should be carefully selected and the subject limited.

## II. *Constructive Work.*

### (a) Punctuation and Capitals.

1. Continue work of previous grades by daily criticism of *all* written work
2. Teach all uses of periods, commas in simple sentences, and short compound sentences, in series of words, headings, etc.

### (b) Word Study.

1. Give daily criticism on work as outlined for previous years.
2. Give special drill on words liable to be misused. This will include the study and practice in using correctly synonyms, synonymous expressions; words and phrases whose meanings are often confounded.

## III. *Pictures.* Selected from the following:

1. A Stitch in Time, *Kaublick*.
2. The Spinner, *Maas*.
3. Toll Paid Here, *Bremen*.
4. Horse Fair, *Bonheur*.
5. Scotch Cattle at Rest, *Bonheur*.
6. Head of Christ, *Hofmann*.
7. The Shepherdess, *Millet*.
8. The Mill. *Rembrant*.
9. Dignity and Impudence, *Landseer*.

References as for previous years.

## FIFTH YEAR

*I. Composition.* As narrative work has predominated in the first four years, descriptive work now rises into equal importance. Whatever general lines of work is pursued (See above), descriptive discourse must not be neglected.

The work in geography for this year—continent structure—is

admirably adapted to descriptive writing. The work in science on plants and animals as wholes, or as to their parts as organically related to the life of the whole, is another line of fruitful work. The work in history for this year—the institutional life of the Teutons—furnishes an excellent exercise ground for drill in this form of discourse. Either of these subjects will prove just as fruitful in narrative writing. (See outlines of these subjects). It will be seen that much of the language work for any grade is but a form of the regular work and as such has no distinct place on the program.

At this time the mechanics of writing should be well out of the way. But after the glow of composing has passed, cooler criticism by the pupil himself and the class, and finally by the teacher, should follow. The papers should be written in the light of these criticisms for the purpose of more perfect expression. Completed essay work should be preserved in books or paper files. *Oral compositions must not be neglected.*

## II. Constructive.

### (a) Punctuation and capitals.

1. Constant criticism. See third and fourth years.
2. Develop principles of punctuation, as:
  - (a) Punctuation depends upon the degree of separation between parts.
  - (b) Presence or absence of conjunctions.
  - (c) Interpunctuation of clauses.

### (b) Word Study.

1. Constant criticism. See third and fourth years.
2. Substitution. Outlines furnished.

## III. Pictures. Select from the following:

1. The Sower, *Millet*.
2. The Windmill, *Ruisdael*.
3. Haymaker's Rest, *Dupre*.
4. Oxen Going to Work, *Troyon*.
5. September, *Zuber*.
6. Harvest Time, *L'Hermitte*.
7. Song of the Lark, *Breton*.
8. Christ and the Doctors, *Hofmann*.
9. At the Water Trough, *Dognam-Bouvert*.

References as in previous years. Biography of authors selected.

### *Suggestions.*

1. All threads of work suggested are to be run as spirals through the year.
2. The following are suggested for reproduction either pure or

modified: Bruce and the Spider, King Alfred and the Cakes, William Tell, Arnold Winklereid, Rhoecus, Clytie, etc.

3. In the study of poems require some written work on each of the essential elements. See reading outline.

4. Picture work limited to suggested story.

5. Pictures suggested—Making the Cross Bow, The Menagerie (Sonderland), The Sailors return (Rosenthal), Return from the Mountain (Girardet), Mischief Brewing.

6. Paragraph work both interpretation and reproduction.

7. For suggestions on all other threads of work see *text*.

### SIXTH YEAR

#### I. *Composition*. (3 days per week).

Throughout this year descriptions and narrations based upon other subjects, and on incidents are to be continued. The compositions may now be longer and may sometimes be written, after careful preparation by the pupil, without the oral discussion.

Other lines of work already suggested are to be reviewed under daily criticism as the needs of the class may require.

The new process of thinking for this year is expository. While many instances of this kind of thinking have been observed in number work, geography, and science, it has been treated rather incidentally. Now it is to rise into consciousness and give the pupil training and skill in thinking the general. This kind of thinking is frequent in every day life. The playing of games, the performing of acts, and the general explanations of physical and social environments give ample opportunity for training in this line.

The suggestions on discourse processes in the text will be found very helpful.

The same careful sympathetic criticism should accompany all written work in this grade as was exercised in preceding grades.

#### II. *Grammar*. (2 days per week).

During this year some time will be given to an elementary study of grammar as such. The work is to be thoroughly inductive. The sentence is the unit or subject-matter in grammar. *All definitions, principles, and rules must be thought out from the sentence.* See outline for seventh year. The following work is indicated:

1. The thought and the sentence.
2. The elements of the thought.
3. The parts of the sentence.
4. Classes of sentences on basis of meaning or purpose.
5. Classes of sentences on basis of form.
6. Classes of ideas.



7. Classes of words.
8. Modifiers.
9. Kinds of modifiers—*Substantive and attributive*.

Teacher's references—Wisely's English Grammar, Webster's English Grammar.

#### FALL TERM

##### I. *Composition*.

1. Work on paragraph—interpretation and reproduction. Select from literature, history, geography, physiology. Select from narration, description, and exposition.

2. Work on *narration*—interpretation and reproduction. Select as above. Letter writing.

##### II. *Grammar*.

1. The thought and the sentence; their mutual relations as wholes and as parts.

2. Classes of sentences on basis of purpose; on basis of form. References as above.

#### WINTER TERM

##### I. *Composition*.

1. Work on *description*. Suggestions as above. Letter writing, topical work in various subjects and from incidents.

##### II. *Grammar*.

1. Classes of ideas; classes of words.

2. Study modifiers—general classes.

References as above.

#### SPRING TERM

##### I. *Composition*.

1. Work on paragraph continued, interpretation; construction from topic.

2. Work on *exposition*. Suggestions as above. Letter writing.

##### II. *Grammar*.

1. Organic parts of simple sentence—words used, predicates, phrases.

2. Construction and analysis of simple sentences. References as above.

##### *Suggestions.*

1. The picture work of this year is limited to the process of description. Types that may be used are: "We Are Ready," Return of the Fishing Boats, The Fisherman's Children, Return to the Barnyard, Fog Bound, Brittany School, Song of the Lark, Return of the Mayflower, etc.

2. Thinking the context meaning of words is valuable as forming a basis for later work with Parts of Speech. (Other suggestions as above; see text).

*Supplementary Pictures.* Selections. References as in previous years.

1. *Evangeline, Douglass.*
2. *Pilgrim Exiles, Boughton.*
3. *The Rainbow, Millet.*
4. *Return of the Mayflower, Boughton.*
5. *The Hay Harvest, Bostien-Lepage.*
6. *Spring, Corot.*
7. *Potato Planting, Millet.*
8. *The Gleaner, Breton.*
9. *The Arrival of the Shepherds, Lerolle.*

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## GRAMMAR

### SEVENTH YEAR

As in Language there was a thread of work leading up to and into grammar work, so in grammar there is included a line of composition work.

*Purpose*—These are the reasons for studying grammar: "It gives the pupil the power to unravel the intricate web of thought exhibited in our great, beautiful literature; it cultivates in him a certain sentence-sense which instantly recognizes harmony and loveliness and strength in the work of the masters, and which guards him against any possible mutilated and mishappen products of his own composition; and it develops thinkers, men who can analyze conditions and separate the essentials from the non-essential, men who can see through the masses of things to their ultimate consequences." (*The Teaching of English Grammar. Webster.*)

#### *Spirit and Method.*

1. Grammar is the only subject, in grade work, which requires the pupil to consider his mental acts as such.

2. It is distinctly a thought subject and not an arbitrary mechanical one.

3. It is analytic and inductive, and not synthetic and deductive.

4. *The three elements of the thought as they are accurately expressed in the three parts of the sentence*, is the most fundamental fact in grammar. Every fact in the subject grows out of this relation and must be built into it.

5. This fact as an organizing principle has these uses:

- (a) It bounds the subject-matter.
- (b) It organizes the material to be studied.
- (c) It determines where the emphasis should be placed.
- (d) By it the teacher sees the mental steps to be taken by the pupil.

6. Habit in seeing the relation of form and content, the most significant relation in any subject, is best acquired in this subject.

7. Our principle determines that there shall be four main lines of work and that they shall occur in this order:

- (a) The study of the sentence as a whole.
- (b) The study of classes of sentences.
- (c) The study of the organic parts of the sentence.
- (d) The study of the "Parts of Speech."

8. "Each grammatical fact and principle should first be presented and made clear through carefully prepared inductive questions which follow and relate to a group of simple illustrative sentences. This inductive work should make clear to the pupil the reasons which underlie grammatical dicta and stimulates and trains his reasoning powers.

This inductive work should be followed by definitions which crystallize into the best possible form what has been learned, and the teaching is then driven home and clinched by exposition, by discussions, and by exercises employing well selected sentences.

*Note.*—For a full discussion of the above, see the first *thirty-eight* pages of Wisely's English Grammar, Barbour's, The Teaching of English Grammar, and Webster's, The Teaching of English Grammar.

#### FALL TERM

##### I. *Grammar.* (3 days)

- 1. Organic parts of the compound sentence.
- 2. Classification and analysis of the compound sentence.

Punctuation as a part of the sentence.

##### II. *Composition.* (2 days)

- 1. The work should consist of type studies on the paragraph from the three discourse forms—narration, description, and exposition.
- 2. Work on poems including the three elements (see reading).
- 3. Work on pictures including—story, description, and interpretation. Types for interpretation (See list at end of course.)

#### WINTER TERM

##### I. *Grammar.* (3 days.)

- 1. Organic parts of the complex sentence.



2. Careful analysis of simple, compound, and complex sentences.

Study punctuation as a real part of the sentence.

*II. Composition.* (2 days.)

1. The main line of work is narration. This should include letter writing.

2. For suggestions on *picture* and *poem interpretation* see *fall term*.

SPRING TERM

*I. Grammar* (3 days.)

1. Study noun, pronoun, adjective. Parse as a means of review.

*II. Composition.* (2 days.)

1. The main line of work is description. This should include letter writing.

2. Suggestions on picture and poem interpretation, see above.

*Note:—The general work of the year is to be pruned to conform to the elimination of non-essentials as indicated under Foundation Thoughts. This may vary from year to year hence no details are given.*

*Pictures.* Select. References as in previous years. Study biographies.

1. The Gleaners, *Millet*.
2. The Highland Shepherd's Chief Mourner, *Landseer*.
3. Aurora, *Guido*.
4. Temeraire, *Turner*.
5. Assumption, *Titian*.
6. A Fascinating Tale, *Romer*.
7. The Angelus, *Millet*.
8. In the Open Country, *Dupre*.
6. Reading Homer, *Alma-Tadema*.

References in composition,

Maxwell-Johnson's School Composition.

Syke's Elementary Composition.

Wisely-Griswold, Language for the Grades.

EIGHTH YEAR

FALL TERM

*Grammar.* (3 days.)

1. A brief review of *noun, pronoun, and adjective*.

1. Study verb. (See suggestions on elimination of non-essentials.)

3. *Parse and conjugate* as a means of review.

4. After the inductive study, the exemplification, review etc., organize by means of outline and write an *exposition*. Limit subjects to the smaller units as—tenses, voice, etc. Apply to all parts of speech as time permits.

II. *Composition*. (2 days.)

1. The main line of work here is *exposition*. Geography, science, grammar, etc., will furnish excellent material. The pupil's everyday experiences out side of school will be found to be rich in material if an analysis is made. See references under exposition.

*The work on pictures and poems is continued.*

WINTER TERM

I. *Grammar*. (3 days.)

1. Study the adverbs and verbals.
2. Carefully eliminate all non-essentials as above suggested.
3. *Parse* as a means of review.

II. *Composition*. (2 days.)

1. Make a formal study of writing in all phases adapted to the grade. See references.
2. Make a formal study of the paragraph as to topic sentence, unity, and plan. Use type forms. Select from history, geography, literature, physiology etc.
3. Continue poem and picture interpretation.

SPRING TERM

I. *Grammar* (3 days)

1. Study prepositions, conjunctions.
2. Make a general survey of the entire course in grammar—analyzing, parsing, conjugating, etc., as a means of review. *Omit non-essentials as above.*

II. *Composition*. (2 days)

1. A summary view of the discourse processes, with practice.
2. Clearness, emphasis and figures of *speech*.
3. Continue work on *poems* and *pictures*.

*Picture Studies*. Selections and suggestions as in previous years.

1. The Sistine Madonna, *Raphael*.
2. Dance of the Nymphs, *Corot*.
3. Repose in Egypt, *Plockhorst*
4. Spring, *Millet*.
5. June Clouds, *Hunt*.
6. Night Watch, *Rembrant*.
7. Spring, *Daubigny*.

8. Peace, *Dove*.
  9. Sunset in the Forest of Fontanebleau, *Rousseau*.
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## HIGH SCHOOL ENGLISH

The required English work of the high school consists of parallel lines of composition and literature running through the four years of the college preparatory and the general courses. During the first two years of the commercial course the English is the same as in the other courses but during the third year a line of purely commercial English is required.

*I. Composition.* The work in composition in the high school is a continuation, an enlargement, and an enrichment of the course in the grades. (See general introduction and outline for the grades).

During the eight years below the high school the entire cycle of composition work has been studied. Narration, description, exposition, and (incidentally) argumentation have been introduced and emphasized in the order given, from the fourth to the eighth grades inclusive. The lesser units—the paragraph and the sentence—have been continually studied in every year of the grade work.

The work in the grades has emphasized *purpose as an organizing* principle in every oral or written composition. The material selected has been based upon the work in history, literature, science, geography, etc., and the child has been made to feel that in all lines of work composition is incidentally but necessarily an important phase of the work. The child's entire round of environment outside of the school has been emphasized as best adapted to give that freedom, and interest in the work so much to be desired. See the general introduction.

The spirit of the work as here suggested is to be carried out in each year of the high school.

*II. Literature.* The essential spirit of the high school literature is one with that of the grades. While the emphasis is upon the literary form of discourse—prose and poetic—yet much of the work is selected from purely didactic literature. A brief statement as to the interpretation of these two kinds of literature is found in the general introduction. This work in its spirit is to be continued.

From the fourth to the eighth grades inclusive the child has had continuous experience in the interpretation of didactic discourse through an interpretation of the paragraph and the series of paragraphs. He has during this same period had a continuous experience



in interpreting, in an elementary way, the various forms of literary discourse. He has had continuous experience in tracing out the essential attributes of a literary production—the concrete imagery, the theme with its various attributes, and the language and the imagery in their adaptation to set forth the theme.

This suggests the only lines of work to be pursued in the high school. Whether the study of purely literary selection be long or short, prose or poetic in form, these are the only possible lines of interpretation. The living unity of these three lines of interpretation is the work contemplated. This act of interpretation is a duel one of analysis and synthesis. *The theme is the organizing principle in study and must determine every phase of the work.*

While pupils in the high school may be able to master certain elements of technique, yet the highest educational value of the study of literature must come to them through a well directed effort to live the very soul of the selection. It is by seeing the beautiful imagery the author has seen, thinking the beautiful thoughts the author has thought, feeling the beauties of life the author has felt, then fusing these experiences into one ideal phase of his own life, that literature is to have power as an educational instrument.

If the work here contemplated is to be realized to any desirable degree, the teacher's preparation for the daily work must be complete. A knowledge of the selection to be studied with a few general directions for the pupil's preparation of the work, is wholly inadequate. There must be a definite aim sought in each recitation, and a definite series of questions determined by this aim, must be given the pupils to guide their efforts of interpretation. *No question or series of questions should be given that do not spring from an effort to realize the soul of the selection in the life of the pupil.*

It is to be deplored that often a namby-pamby oral reading during the recitation is the only effort to comprehend our great beautiful literature. It is a wise and skillful teacher who can give his pupils their first sympathetic insight into a selection for study, by a skillful oral rendering of the selection, in whole or in part. But the pupils must have seen, thought, and felt the spirit of the selection, before they can give an oral interpretation to their teacher and classmates. A substitute for this method of work would be a series of questions intended to bring out the desired attributes of the selection. Then the time of the recitation may be spent in a spirited discussion, and various oral renderings to bring out the interpretation of the various pupils.

## FIRST YEAR

*I. Composition.* During the first year, composition is made a

three-fifths credit, and is required in each course. *The work is based on the narrative*, though the other forms of discourse are treated incidentally as necessity demands. It is this *continuous effort along one line* that gives power and freedom to the work. *The guiding principle in both oral and written composition is the attribute of purpose.* Much oral and inductive work in organizing the composition about this fundamental attribute is to be insisted upon. The paragraph, the sentence, and formal construction work are to be carefully studied in the light of the whole composition.

Special attention is given to oral composition and to the writing of many short compositions during the recitation period. This is common to all the courses.

*Nothing but the pupil's best efforts in composition, in writing, and in spelling should be accepted.*

*References*—Webster's Teaching English in the High School, Chubb's The Teaching of English, Tompkin's Science of Discourse, various texts.

II. *Literature.* The literature of the first year is to be largely narrative, thus correlating closely with the composition work of this year.

1. For class interpretation, Select any four; for reading and class report, select any two of the other selections. Lowell's Vision of Sir Launfal; Macaulay's Lays of Ancient Rome; Poe's The Gold Bug; Hawthorne's The Great Stone Face; Dicken's Christmas Carol; Kipling's Jungle Books; Shakespeare's As You Like It.

## SECOND YEAR

I. *Composition.* As the composition of the first year emphasized narration, the work of *the second year emphasizes description.* Narration is to continue as a minor line of work and the other forms of discourse are incidentally considered as necessity demands. *Here as in narration the attribute of purpose must control* Descriptions in the main should be short but carefully prepared. The many phases of school work represented should be familiar to the teacher of English and the work carefully correlated with the descriptive work pursued in the various subjects. Here as in narration the pupil's daily experiences will be found to be most fruitful to cultivate constructive, imaginative, and spirited writing. Oral and short written compositions are to be continued during the recitation period.

*The pupils must spell correctly and write legibly. This is a necessity in each line of work.* (See outline for fifth year's Work, and the general introduction to the language course.)

References as above.



II. *Literature.* The literature of the second year emphasizes descriptive discourse, correlating closely with the composition work for this year.

1. For class interpretation—Select any four; for reading and class report, select any two of the other selections: Goldsmith's *Deserted Village*; Gray's *Elegy*; Poe's *The Fall of the House of Usher*; Scott's *Ivanhoe*; Stevenson's *Travels with a Donkey*; Shakespeare's *Twelfth Night*.

### THIRD YEAR

I. *Composition.* The new line of composition work for this year is *exposition*. Narration and description are to continue but as minor threads of work. Argumentation is to be incidental as necessity requires. Much of the every-day work of the school takes the form of this kind of discourse. If the teacher of English is alert and studies to correlate her work with the general movement in the various subjects, new life will be infused into the work. It is just as necessary that the teachers in the various lines of work regard each recitation, oral or written, as an incidental language lesson. The many opportunities offered in the every-day life of the pupil will prove a fruitful source of inspiration. The written composition may now be longer and much more writing done outside of the recitation period. See the general introduction and the sixth, seventh and eighth grade outlines for further suggestions on the spirit of the work.

References as above.

II. *Literature.* The literature of this year is largely expository to correlate with the composition work.

1. For class interpretation—Select any four; for reading and class report, select any two of the other selections: Dickens's *A Tale of Two Cities*; Eliot's *Silas Marner*; Addison's *The Sir Roger de Coverley Papers*; Ruskin's *Sesame and Lillies*; Webster's *Bunker Hill Oration*; Shakespeare's *Julius Caesar*; Milton's *Minor Poems*.

### FOURTH YEAR

I. *Composition.* During this last year of the course argumentation is to be emphasized. The other forms of discourse are to continue as minor threads. Argumentative thinking involved in the various subjects pursued, and constructive work based on the social environment of the pupil, are to furnish the material studied.

Pupils should not be permitted to waste their time on subjects clearly beyond their phases of thinking. The work should be brought as nearly as possible within the range of the pupil's concrete experiences. The various lines of work pursued and the social rela-



tions of the pupil in school and out of school will furnish excellent subjects for debates, which are to be encouraged and carefully guided. Those subjects which come within the pupil's own observation, inquiry, and interest will give the best exercise ground for this kind of thinking and writing.

References as above.

II. *Literature*. During this year argumentative literature receives special attention. This correlates with the composition work.

1. For class interpretation—Select any four; for reading and class report, select any two of the other selections: Coleridge's *The Rime of the Ancient Mariner*; Tennyson's *The Idylls of the King*; Eliot's *Adam Bede*; Macaulay's *Life and Writings of Addison*; Burke's *Speech on Conciliation*; Shakespeare's *Macbeth*; Milton's *Comus* and *Lycidas*.

NOTE—During the third and fourth years, as necessities demand, special studies will be made in the history of English and American literature. No particular text will be used, but assignments from the various references are contemplated.

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## HISTORY

Any rational course in history is necessarily based on three realities—the nature of the subject matter, the nature of institutional environment and the nature of the interpreting mind. Without a proper recognition of the relation of these fundamental factors there can be no progress in history as a science. The child's institutional environment must at all times give the *basis* for the interpretation of historical material, the nature of his unfolding mind must mark out the stages in his advance, but the subject matter itself must at all times furnish the key to the method in a course of study or in a particular grade.

In our search for this key or fundamental idea in history, we are driven to accept the following propositions:

1. History deals with the thoughts, feelings and volitions of a people, and not with external events, only in so far as they reveal these ideas.

2. Life is a process of growth, hence these ideas have a beginning, a movement, and a fruitage or embodiment in constitutions, laws or creeds.

3. There are five sets of ideas and hence five institutions growing out of these as means to be used in the struggle which any peo-

ple make for their freedom. There are political ideas and government, religious thought and the church, educational forces and the school, social customs and the family, industrial ideas and occupations.

4. A careful analysis will also show that these five institutions are organically related. Thought, feeling and action growing out of an attempt to secure freedom in any one institution must necessarily react on the others, which are other phases in a unitary life.

From these brief statements we may reasonably infer that the organizing principle in history is "*The development of institutional life.*" This then should be the key for the interpretation and coordination of all events studied. The achievement of freedom, which is man's divine destiny, brings all events into existence and this alone can interpret them. The one question that should hover over each and every lesson in history is, *just what relation do these facts bear to the struggle for freer institutional life?*

Here then is the opportunity for the pupil to study the ideals for which men have struggled. He must live over again the life of the race. He must feel as the heroes have felt and choose the higher principle as they have chosen it, if history is to become a worthy instrument in the achievement of his own destiny. He must see that "Humanity is one vast organism, complex, but still one, throbbing with one life, animated by one soul, every part sympathizing with every other part, and the whole advancing in one indefinite career of progress."—*Summer.*

When the child enters school, he has been interpreting history for six years. A careful study of the acts of men in order to know their thoughts and feelings is a true beginning in history interpretation. And this the child has been doing ever since he was a babe in his mother's arms. By the time he enters school he is quite familiar with family life. He has been to church and to Sunday school. He has much information concerning occupations, government and school. All this is his apperceptive capital in history when he enters school, so that his course in history is predetermined. It must begin when he enters school and should continue during his school life.

For a full treatment of the nature and the method of history here suggested and as indicated in the outline course to follow, see Mace's *Method in History*, (Ginn & Co.), and Kemp's *Outline of Methods in History* (Inland Pub. Co., Terre Haute, Ind.).

The general history work of the first six years is based primarily on Kemp's *History for District and Graded Schools*, (Ginn & Co.); and on the *Industrial and Social History Series*, by Katherine Elizabeth Dopp (Rand, McNally & Co.).

A line of American institutional history work runs throughout the first six years of the course. It is based primarily on the biography of men who are the best representative types of force in the various institutional lines. The object is to present a continuous picture of the life and to lay a broad foundation for the interpretation of the child's own institutional environment.

### FIRST YEAR

The work of the first year is based on Dopp's *Tree-Dwellers*, *Early Cave-Men* and *Later Cave-Men*. An attempt should be made to have the child experience through *story*, *play*, *observation* and *construction*, the very beginning of Aryan development. He should live over, in a way, the struggle of these people with their physical environment. Their food, their dress, their means of protection, their discoveries, etc., should become a part of the child's own life. In this way a beginning is made to accumulate results so much needed in explaining and appreciating our own institutional life.

No division of work into terms is attempted but it is believed that one book for each term, in the order given, will furnish about the material needed for each term. For suggestions, see the books of the series.

The meaning and significance of special days and events are to be worked out at appropriate times during the year.

In all this work the child must have his mind and eyes open to his *spiritual* as well as his *physical* environment. The child *must be free*, and he *must be happy* in his work. He must also be encouraged to express himself *orally and in related handwork*.

### SECOND YEAR

*Aim.* First, the work of the second year is to open up to the child those phases of Aryan life when institutions were just beginning to emerge; second, to give a glimpse of two or three distinct centers of development. The *spirit* of the first year's work is to be continued.

#### FALL TERM

- I. The story of Arya and his seven sons in their nomadic stage.
  1. Time, development and environment.
  2. Institutional life.
    - (a) Home—organization of the family, food, clothing, shelter, and daily life.
    - (b) Industrial life—Cattle raising and its influence; manufacturing of pottery, cloth; effect of this on the men and on the women; trade or barter.
    - (c) Religious life—powers worshiped and their daily influence, priests and ceremonies.



II. The life of the early Egyptians as seen in the story of *Kufu*.

1. The Nile—its valley, its periodic overflow, and its influence on life.
2. Institutional life.
  - (a) *Religion*—place of worship, powers worshiped, festival and holiday ceremonies, beliefs in future life, and its significance in arts and sciences.
  - (b) *Industrial*—agriculture as seen through Kufu's vacation. (Supplement with story of Joseph).
  - (c) *School*—time, place, purpose, subjects, equipments; Kufu's special training and its meaning.
3. Kufu's death and burial.
  - (a) His tomb—( the Great Pyramid )—its significance brought out through an imaginary visit.
4. *What the Egyptians contributed to the stream of life.*

## WINTER TERM

The subject-matter for this term is the story of the Hebrews.

1. Their geographical environment and its effect on their lives.
2. Origin of their faith and the story of their great leaders—Moses, Joseph, Samuel, David and Jonathan, Solomon, Daniel, Ruth, Esther and Judith.
3. *Palestine*—its physiography as determining the life of the people; its climate as a factor in development.
4. *The City of Jerusalem*—work out a vivid picture as a basis in determining the daily life of the Jews.
5. *Institutional Life*.
  - (a) *Home*—dress, house, furniture, kitchen, dining room, meals, etc,
  - (b) *School*—for girls, for boys, books, subjects studied, etc.
  - (c) *Industrial life*—occupations, productions.
  - (d) *Religion*—nature; Solomon's Temple—p'ace, size, material, grandeur, structure, furnishings, dedication ceremonies; significance of all this.
6. *Contribution to the stream of life.*

*References*—The story of the Chosen People. Guerber (A. B. C.)  
For other references see *Kemp*.

## SPRING TERM

During this term study the life of the Phoenicians as embodied in the story of *Hiram*.

1. Study their environment very carefully as a basis for interpreting their various phases of life.

2. Work out very carefully the two imaginary journeys—by ship and by cavern—as a basis for understanding their influence on the various peoples.
3. Trace carefully the influence of this commercial spirit on all phases of life.
4. *Contribution to the stream of life.*

*Suggestions.*

1. *The child's own physical and institutional environment is to be made use of in enriching and making clear this content.*
2. The work given orally in the first year is now to be read by the pupils.
3. A continuance of work on special days and events.  
For references see *Kemp*.

### THIRD YEAR

*Aim.* The aim of the third year's work is to present through story, biography, and picture the land of Greece in its great beauty, and to emphasize the influence of this beauty in developing the Greek character and the Greek institutional life.

#### FALL TERM

#### I. *The Homeric age.*

1. The land of Greece.
2. Mythical beginnings as seen—
  - (a) Through the stories of the heroes—Heracles, Theseus, Perseus.
  - (b) As seen through the stories—Argonautic Expedition, Trojan War, Wanderings of Ulysses. *Homer, Achilles.*
3. Homeric institutions—
  - (a) *Home* life as seen in the story of Harold.
  - (b) *Industrial* life as seen in the story of Harold; also Cleon in Ten Boys.
  - (c) *Religious* life as seen in the stories of chief gods and goddesses—Zeus, Poseidon, Apollo, Athena, Aphrodite, etc.; also in Delphian Oracles, Olympic Games, Amphictyonic Council.
  - (d) Government as seen in the life of Harold.

*References.* Harding's "Greek Gods Heroes and Men," Guerber's Story of the Greeks, Guerber's Myths of "Greece and Rome," Shaw's Story of the Ancient Greeks.

#### WINTER TERM

#### II. Young Manhood and Struggle for Liberty.

1. Development of the *city state*, as seen in Sparta through the story of Lycurgus. Work this out carefully and see the fundamental weakness.
2. Athenian institutions worked out in a similar manner through the study of Solon. Compare and contrast with Sparta.
3. Grecian colonies—necessity and character.
4. The Persian Wars—causes, preparations; story of the struggle as seen through a study of Miltiades and Marathon, Leonidas and Thermopyla, Themistocles; the effects on the Greeks—the Persians.

*References.* Harding, Guerber, Ten Boys, Shaw.

#### SPRING TERM

### III. Life in the Age of Pericles.

1. Introduction—conditions after the Persian War, the Confederacy of Delos.
2. Institutional life and the influence of Pericles.
  - (a) *Religious* life and art as seen through a visit to the *Acropolis*, and to the *Olympic Games*.
  - (b) *Educational* life as seen—
    1. In a visit to the *Gymnasium*.
    2. As seen in the *Theater*.
    3. As seen in story of Cleon (Ten Boys).
  - (c) *Government* as seen in a visit to the *Phyx*—a democracy, the council, law making.
  - (d) *Industrial life*—classes of society, occupations.
  - (e) *Home life* as seen through the story of Cleon (Ten Boys).

### IV. Decline of Greece and the influence of Alexander.

1. Trace the spirit of disunion among the Greeks.
2. The story of Alexander's Conquests.
3. Alexandria as a center of culture.
4. *Message of the Greeks and its spread by Alexander.*

*References.* Ten Boys, Harding, Guerber, Shaw.

*During this year much study of the child's own institutions is made.* Great Americans for little Americans is read, and work appropriate to the spirit of special days and events continues.

#### FOURTH YEAR

The *aim* of this year's work is to have the children *live with* the Romans in three important periods in their history—*infancy, strong-manhood, and old age*. They should see the physical surroundings determining, in a large measure, the stream of institutional life.



## FALL TERM

1. The Geography of Italy—its isolation, form, size, relief, rivers, products, etc. Trace the significance of these in relation to Roman life.

## II. The beginnings of institutional life.

1. A plebeian farm and its life as seen in the story of *Maurus*.
2. Life in the City of Rome—mythical beginnings, *Numa* and his influence, spirit of the *Tarquins*, struggle with *Porsena*, *Horatius* at the bridge, expansion over the seven hills, struggle of Plebeians with Patricians for equal opportunities as seen in the story of *Maxurius*.
3. Unification of Italy—nature of Rome's conquest, special means.

## WINTER TERM

## III. Struggle between Rome and Carthage.

1. Picture Roman life at this time—changes in her geography, *agriculture, trade*, dress; *religion*—chief gods and goddesses, daily life, church officials and their duties; *government*—the senate, consuls, the forum, tribunes; *home and educational life*—organization of family, education of children, public schools.
2. In a briefer manner picture Carthaginian life. Note likenesses and differences.
3. Story of the First Punic War; story of *Regulus*.
4. Story of the Second Punic War.

Survey Roman and Carthaginian conditions. Live the life with Hannibal from Spain to Italy, and help to solve his problems. Study the institutional life of each nation as it seeks to carry on this struggle. Biographies of Hannibal and Scipio. General results.

## SPRING TERM

## IV. How Rome conquered the world but destroyed herself.

1. The Roman lesson of 500 years.
2. Eastern expansion—conquest of Macedonia destruction of Corinth, Greek slaves and their good and bad influence on Roman life.
3. Last struggles of the Republic—for common opportunities—the *Gracchii*; for one man power as seen in the stories of *Marius*, *Sulla*, and *Caesar*.
4. The establishment of the Empire as seen in the story of *Caesar Augustus*.
  - (a) Its relations to christianity, habits and customs in Roman life.

(b) Biographies of Cato, Pompey, Virgil, Trajan.

5. *What Rome contributed to the stream of freer life in thought, feeling and general progress.*

Through the fourth year the work on American Biographies and civics is continued. *At every stage of the work the child's own institutional life is studied as a basis for understanding and appreciating the institutions which are his constitutional environment.* Selections from Pioneer History Stories read.

The Greek life studied in the third year is now read as supplementary reading from Harding's Greek Gods, Heroes, and Men.

*References.* Harding's City of Seven Hills, Guerber's Story of the Romans, Ten Boys. For other references see "Kemp."

### FIFTH YEAR

For a careful statement of the aim of this year's work, see Kemp, p. 237. Briefly, the aim is to follow the development of Teutonic life as it developed in the German forests, was modified by Christianity, and by the institutions of Feudalism.

#### FALL TERM

- I. Life as developed in the German forests.
  1. The geographical environment and influence on industrial and social life.
  2. The Teutonic Village, and the Tribe.
  3. Institutional life—political idea of self government as seen in the Moot Court; religious life and its relation to warfare—chief gods and their influences, priests and their influence; educational and family life—priests, bards, respect for women.
  4. Relations with Romans—commercial relations—conquest of Italy, general movement of the Teutonic tribes.

#### WINTER TERM

- II. Teutonic life as influenced by Christianity.
  1. Early Progress of Christianity.
  2. Origin of the monastery—lands, buildings.
  3. Monastic life—Monk, other officers and their functions; industrial life; education—books and writing; religious practices, influence on the early Germans.

#### SPRING TERM

- III. Feudalism as an influence in Teutonic life.
  1. Origin in the condition of society.
  2. The feudal castle—location, buildings, furnishings, classes of society, life within the castle.

3. Land tenure—military service, political liberty, conditions of serfs.
4. Chivalry—life in the castle, training for Knighthood, life outside the castle, effect of chivalry for good and for evil.

*References.* Harding's Story of the Middle Ages, Ten Boys. Supplementary—The Holy Grail, Vision of Sir Launfal, How Cedric Became a Knight, King Arthur and His Court.

*During this year a more intensive study of the child's own institutional environment is made.* It is presented through problems of study and through comparison and contrast with the general stream of life.

During this year a complete line of American biography is pursued. The spirit of interpretation is the same as that of the general history course. Dole's, *The Young Citizen* is read during the year; also *City of the Seven Hills*. Selections from *Pioneer History Stories*; Hart's *Source Readers* and Eggleston's *Beginners History* are used.

### SIXTH YEAR

The aim of this year's work in general history is to show how the civilization of the Orient became a factor in the development of the life of Western Europe through the *Crusades*, the *Renaissance*, *growth of the English Parliament*, and the *Reformation*. For more definite statement of aim see Kemp p. 292.

#### FALL TERM

- I. *The Crusades.* (3 days per week).
  1. Connection with past studies.
  2. Nature and purposes of pilgrimages.
  3. Conquest of Asia Minor by Turks.
  4. Preaching the crusades.
  5. Story of first crusades 1096.
  6. Influence of crusades—on travel and commerce, on political life as seen in Feudalism and the rise of cities, educational life.

- II. *American History* (2 days per week).

An elementary text is now in the hands of the pupils. They are to cover the first phase of American life—*the development of local institutions*. For the spirit of the work see Mace's *Methods in History*.

#### WINTER TERM

- I. The growth of the English Parliament and The Renaissance. (3 days per week).



1. Agencies by which Western Europe obtained manuscripts from the East and South, agencies by which love of art and literature were produced, the effect of these on the life of Western Europe.
2. Inventions of printing press, paper, and gunpowder. Trace influence of these.
3. English Parliament—
  - (a) Trace the historic stream through the first five years, and show how it came into England.
  - (b) Show how William the Conqueror planted the Roman principle in Teutonic soil and how the two principles struggled for the mastery as seen in the stories of Magnacharta 1215, Petition of Rights 1628, Bill of Rights 1689.
  - (c) Follow the struggle in the origin and development of Parliament as seen in the stories of Simon de Montfort, Edward I, Hampden, Cromwell, and William III.

## II. American History continued. (2 days per week).

The second phase of American life—*the development of the Spirit of union*, is studied.

Suggestions as above.

### SPRING TERM

- I. The Reformation. (3 days per week).
  1. Develop the meaning of "reformation."
  2. Trace the influence of the Renaissance in making scholars, and in inspiring scientific investigations.
  3. Work out a *brief, clear* outline of the story.

## II. American History (2 days per week).

The third phase of American life—*the development of Nationality*, is studied.

Suggestions as above.

During this year Hoffman's "Our State and Nation" is read and studied.

*References.* Harding's Middle Ages, Ten Boys, Story of our English Grandfathers by Geo. P. Brown, Mowery's First Steps in the History of England. For other references see *Kemp*.

### SEVENTH YEAR

#### FALL TERM

#### *Introduction*

1. Study the general causes leading to the discovery of America.

2. Where Europeans planted their institutions. See Mace's Manual, and Mace's Method of History.
1. The development of Local Institutions.
  1. *The concentration of rights and opportunities as seen in the South* may be studied through Virginia as a type.
    - (a) The pupils should see the gradual development of institutional ideas from 1606 to 1619, when Virginia became practically self governing.
    - (b) They should see that from 1619 to 1624 the various institutions were taking form under the inspiration of self-government, influenced by environment, until it was felt to be a principle dangerous to English authority, when the charter was annulled.
    - (c) They should trace the events from 1624 to 1676 to see the development of the policy toward English authority culminating in Bacon's Rebellion.

If these various strands of life have been traced carefully, the pupil must recognize the dominant principle in southern life. He should now try to exemplify his general idea of the movement as follows:

- (1) The movement as determined by environment- soil, climate, etc.
- (2) As determined by industrial life.
- (3) As determined by the social, educational, religious and political tendencies.
- (4) As determined by the attitude toward English authority.

Note.—A general survey of the other southern colonies should be made, noting especially: How they differed from the type studied and why; causes contributing to the similarity of institutions.

- (2) *Diffusion of rights and opportunities as seen in New England may be seen through a study of Massachusetts as a type.*
  - (a) The pupils should be led to discover this principle of growth in the development of political institutions.
    - (1) In establishing a general court.
    - (2) In the question of representation.
    - (3) In establishing the town meeting.
    - (4) In the Body of Liberties.
    - (5) In the division of the general court.
  - (b) In religious thought and feeling.
  - (c) In the establishment and support of schools.
  - (d) In the industrial development.
  - (e) In the organization and customs of society.

- (f) In the attitude toward English authority from 1634 to 1684.

Notes.—If these lines of development have been carefully traced, the pupil is able to state the principle of growth. Each great event will be seen to come out of and pass into this great movement. He is now ready to organize the material studied and should carefully prepare a paper on some phase of life studied. See Language Outline.

Other New England colonies should be treated as indicated for southern colonies.

#### WINTER TERM

I. The Middle Colonies are to be treated individually as there is no vitalizing principle common to all. Each has its own internal development modified by the various nationalities represented. New York, and Pennsylvania should receive the emphasis.

II. The Development of the Spirit of Union.

1. Cooperation against French and Indians. This may be shown by carefully tracing the struggle for the Continent. See Mace.
2. Union to secure English rights.

#### SPRING TERM

I. Union to secure manhood rights.

II. Union on the basis of State Sovereignty.

III. Union on the basis of National Sovereignty.

Note.—1. Each of these themes should be treated as suggested above. The events are to be carefully traced in relation to these, so that the real life of the struggle may be lived over again by the pupils.

2. The military events, while not important within themselves, are given renewed life by viewing them in relation to a fundamental struggle. See Language Outline.

*References.* Mace's Method in History, Kemp's History for District and Graded Schools, Kemp's Outlines of Method in History, Mace's Working Manual of History, Mace's History of U. S.

The best brief reference for teachers is Hart's Epoch Series, I & II. (Longmans, Greene & Co.)

#### EIGHTH YEAR

The distinct work of this year is to trace the development of the spirit of nationality from 1789 to 1870. *All lines of growth* are to be traced and in so far as they are related to this one thought they are to be so viewed. The development of the spirit of the union should be reviewed.



## FALL TERM

Appropriate topics for review.

1. Connecticut Constitution, 1639.
2. New England Confederation, 1643.
3. Albany Congress, 1754.
4. Stamp Act Congress, 1765.
5. Continental Congress, 1774 and 1775.
6. Declaration of Independence.
7. Articles of Confederation.
8. Constitution of United States.

I. Growth of Nationality—Relation between Nationality and Democracy.

1. The pupils should be led to see that the first period was one of conflict. They should also see that on the whole the events indicated a substantial gain for nationality. Each event is to be studied, first, as to its facts; second, in relation to the main movement.
2. Through the careful study of the Louisiana Purchase, a study of our foreign relations, and various minor events from 1800 to 1820, the pupil may see the mutual approach of the two conflicting principles.
3. The rise of the common people in the Reign of Andrew Jackson should be seen and felt as the principle of democracy nationalized. Trace the significance of this in the latter period.

## WINTER TERM

I. Relation between Nationality and Slavery.

1. The beginning of the struggle should be traced from the convention of 1789. The Missouri controversy, tariff nullification, and the movement for Texas should all be viewed as germs of the coming conflict.
2. The growth of sectionalization should be traced through representative speeches, various organizations, the struggle for the right of petition, the Mexican War, the Compromise of 1850, the Kansas-Nebraska Bill, Dred Scott Decision, etc.
3. The triumph of nationality may well be seen in the Civil War and Reconstruction.

NOTE—Each event must finally be seen as coming out of and returning into the main stream. The *Modification* of the main stream must also be examined.

## SPRING TERM

During this term a general discussion of recent tendencies is to be made through the characteristic events from 1870.

An intensive study of some one phase of institutional development is to be made by each pupil. The results are to be embodied in a paper of some length. Some appropriate topics are: (1) The Continental Congress. (2) Articles of Confederation. (3) The Constitution. (4) The Slave Struggle. (5) The Territorial Growth. (6) Internal Improvements. (7) Tariff Legislation. (8) Banking in the United States. (9) Our Public Schools. (10) Development of American Literature. (11) Our Foreign Relations.

During this year a somewhat intensive study is made of civics—local, state, and national. An elementary text is used.

REFERENCES—Mace's Methods, Mace's Working Manual, Kemp's Outline of Methods. These three books are indispensable.

Hart's Epoch Series Vol. II. and III. Mace's History of U. S.

## HIGH SCHOOL COURSE

The work of the high school is a continuation, an enlargement, and an enrichment of the course pursued in the grades. During the first eight years of the course the entire circles of general and American history are covered. The emphasis there is placed upon the dynamic phase of the stream of institutional life. Church, state, school, home and industrial life are traced in their organic relations. Throughout the course in the grades the child is constantly studying his own institutional environment. Through comparison and contrast, through special observation and inquiry, he is led to see and to feel the complex stream of life from its various sources to its present condition.

It is the purpose of the work in the high school to traverse the same circles of life and to continue the spirit of interpretation with which the child is becoming somewhat familiar. The work is continuous through the four years of the high school course. The time of the first year is devoted to Ancient History; that of the second to Mediaeval and Modern; that of the third to English; and that of the fourth to American. During the senior year in the Commercial Course, civics and economics are required. This course may be elected in the senior year of either of the other courses.

## FIRST YEAR

I. During the first month of this year a preliminary survey is made of the chief oriental nations. Their physiographic conditions, the influence of these on the various phases of life, and the main con-

tributions of these nations to the general stream of life developed in Europe, are to be emphasized. See grade outline for second year.

II. During the remainder of the first semester, the development of Greek life is traced. The work will seek to make prominent the geography of Greece, the Homeric institutions, the development of the city state, the development of the spirit of democracy at Athens, the development of the spirit of union against Persia and in national life, the institutional life in the Age of Pericles, the development of the spirit of disunion, and the message of the Greeks as spread by Alexander.

For the Spirit of the work, see the general introduction to the history course; also the grade outline for the third year.

III. During the second semester, the institutional life of the Romans is traced. The same spirit of interpretation is continued. After a careful study of the physiography of Italy and its peculiar fitness to determine a stream of life, the following units receive the main emphasis:

1. A careful survey of the earliest forms of institutional life.
2. The unification of Italy.
3. The diffusion of rights and opportunities to the Plebeians.
4. The struggle for western supremacy and its meaning.
5. Eastward expansion.
6. The struggle between democracy and imperialism.
7. Development of the spirit of absolutism and its results.
8. The institutional life in the Age of Augustus.

For suggestions on interpretation see the general introduction and the grade outline for the fourth year.

## SECOND YEAR

During the second year the life of the Middle Ages and Modern Europe are studied. Having seen the spirit of Imperialism rise and fall, we are now ready to trace the attempt to organize institutional life through the spirit of Individualism or Feudalism. The Theocratic attempt to organize institutional life is next traced and finally after three attempts and three failures we are ready to trace the last attempt—that of Nationalism, in its various phases.

These three great organizing principles should be fully grasped by the teacher. The main events studied under each should be seen growing out of and as returning into and modifying the main stream of life. While the pupil is not expected to be conscious, at all times, of this attempt to organize, yet these principles put content and meaning into the various events which he studies.

### I. First Semester—

1. Teutonic life as developed in and as influenced by the German forests.



2. Fusion of the Latin-Teutonic principles of life and the institutional results of this fusion as seen in the empire of Charlemagne.
3. Fuedalism as an attempt to organize institutional life on the principle of Individualism.
4. The rise of national states as a reaction against Fuedalism.
5. The Crusades as an influence in the institutional life of Western Europe.
6. The development of Modern States.
7. The Renaissance as an outgrowth of the Crusades, as an influence on the various phases of life in Western Europe.

*Suggestion*—See grade outline for fifth year.

## II. Second Semester.

1. The Reformation as an outgrowth of the spirit of the Renaissance, its story, and its influence in various phases of life.
2. The development of the spirit of Nationalism—
  - (a) In England.
  - (b) In France.
  - (c) In other countries of Europe.

Trace this spirit as it manifests itself in the struggle for constitutional government, and in the expansion of England; trace this same spirit in France as it manifests itself in the French Revolution, and in the Republic.

Trace all phases of life—religious, educational, industrial, etc. Try to understand the organic nature of these various manifestations of the complex stream of life. For the spirit of the work, see the general introduction.

## THIRD YEAR

During the third year the growth of the institutional life of England is traced. This course presupposes an elementary survey of English life during the sixth year, and a careful reading of an elementary text during the seventh and eighth years. England's relations to the larger movement of the life of Western Europe have been traced during the second year of the high school. The movement in this year will be to discover the main tendencies in the life of the people as manifested in these units of growth:

1. The struggle for a national foundation as seen in the Teutonic Conquest and settlement.
2. The development of national organization as seen in the Norman conquest and in the fusion of Norman-English institutional life.

3. The development of the spirit of nationality as seen in the struggle for parliamentary government, the religious reformation, the political revolutions, etc.
4. The development of the spirit of democracy and of the spirit of national expansion.

*Suggestion*—Special emphasis should be placed on those struggles for English institutional liberty which have become a modifying influence in American life. Phases of English history which are treated fully in American history should not be studied intensively in this year. Trace all lines of development. See general introduction for suggestions on the spirit of the work.

#### FOURTH YEAR

During this year American History is studied somewhat intensively. If the complex stream of life has been carefully explored from the head waters of its many tributaries down the main current to the present, if the onflowing has been seen in its movement, now rapidly, now more slowly, but irresistible in its movement, the pupil has a sure foundation for the interpretation of the entire movement of which his own life is a part

The interpretative ideas for the various phases of development are—

1. The concentration of rights and opportunities. (Use Virginia as a type.)
2. The diffusion of rights and opportunities. (Use Massachusetts as a type.)
3. The development of the spirit of union. (Here the various phases are to be worked out.)
4. The development of the spirit of nationality. (The various phases to be worked out.)
5. Present tendencies—political, industrial, educational, religious, and social.

*Suggestions.* (See seventh and eighth grade outlines.)

1. The study of a few well chosen original documents and much definitely directed reading from secondary authorities is required. This study, however, is to be done with the single aim of interpreting the life movement considered.
2. In addition the general movement through the subject, intensive study of single movements in life should be required such as, tariff legislation, the slavery struggle, etc. etc.
3. In the study of disputed political theories the related constitutional provisions should be carefully considered.

*References*—For references in interpretation see Mace's Method in History, Mace's Working Manual, Kemp's Outlines of Method in History, and Kemp's History for District and Graded Schools:

### CIVICS AND ECONOMICS

During the fourth year civics and economics are required in the Commercial Course. They are elective in either of the other courses.

I. *Civics*. Civics is studied during the first semester. While the details of the constitution are important, yet the significance as seen in its *growth and in its interpretation* by the Supreme Court should be emphasised. A somewhat careful study should be made of our own local and state government. This should be done as largely as possible through observation and inquiry, supplemented by reading.

II. *Economics*. The work in economics is largely a study of the industrial history of England and of the United States. The *dynamic phase* of economic conditions is traced. An attempt should be made to show the relation of these conditions to other phases of institutional life. Special studies through observation and inquiry of the pupil's economic environment constitutes a parallel line of work. With these two lines of work as a basis, a brief study of some of the more elementary phases of economic theory, is made. This work should be made to correlate very closely with the work in commercial geography.

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## GEOGRAPHY

### INTRODUCTORY

Geography deals with many facts which are also studied in other subjects as, air, water, plants, animals, industries, etc. Because of this fact, many have concluded that geography is not a distinct science, but an introduction to many sciences. Many text books have been written accepting this view. Many courses of study accepting this view have included geography in the nature study work for the first three or four years.

Accepting this view of the subject, we are necessarily driven from fact to fancy in the various science lines, not knowing just where or how to proceed, and not being able to interpret our facts in the light of a fundamental relation. Our pupils are permitted to store their minds with facts galore, from the domain of nature which have neither meaning nor value to them and which do not enable them to think intelligently in the domain of any science.

While the subject-matter of geography is selected from myriad-sided nature, yet it is the peculiar relation under which the ma-



terial is viewed that makes geography a distinct science. If we study the corn plant in its structure, conditions of growth, etc., it is *botany*; if we study it in relation to its general distribution, and uses to man, it is geography; if we study it in relation to the *development* of institutional life, it is history; if we analyze the grain into its constituent elements, it is chemistry. Now what is true of corn is true of every subject presented in geography. Air, water, plants, animals, etc., are subjects in geography, history, botany, chemistry, etc., only when we view them in a particular relation.

Many years ago Guyot told us that geography deals with the *earth viewed as the home of man*. To view the earth in this relation must mean primarily to view the land, the water, the atmosphere, the life forms, etc., in relation to man's life. As all these forms and forces of nature are mutually related, they must be viewed first in these relations; afterwards the resultant of these organic relations are to be viewed as affecting and as being affected by man's life—mainly the industrial phase. *This, then, is the key to all work in geography.*

When the child enters school, he is already familiar with much of the phenomena of nature and has some power in thinking his double relation thereto. Hence a line of real geography work is to begin when the child enters school and should continue through the grades and into the High School. He has the basis for all geography work. He has observed a great variety of phenomena. Much of this has become so commonplace to him that he has little or no interest in them. The first work of the teacher will be to reawaken interest in this old material, and to correct false impressions. The child will then become able to construct new products through his imagination—a most important line of work in geography.

A line of geography work for the first three years, should exercise the child's mind to the fullest capacity on those things which constitute the best basis for future work. This would seem to be a well directed line of *observation* work, supplemented by a line of *imaginary* work. These two activities must go hand in hand. While the child must begin with his immediate environment and study every type form and life, yet the greater part of his geography work will call for the clearest imagination. Every foreign country studied will call for pictures containing some or all of the various phenomena studied in his own neighborhood.

It is a recognized fact that a child is more interested in another child than in any other subject. So this imaginative work should center around a child. This is well also from the nature of geography itself for the great unifying factor of the subject is *the phenom-*

*ena of the earth viewed in relation to man.* It is believed that even in an elementary study certain phases of more advanced work will yield the richest return by putting into the pupil's hand a key to all work to follow. A study of the globe as to its climatic conditions, plant and animal life, and the life of man as determined by these conditions, can be as easily understood as any such conditions which the child has not actually observed. It is believed then that a study of life in typical foreign regions of the globe is one means of approach to the advanced work. His home geography will assume a renewed interest and will be much better understood and appreciated by seeing it in contrast with life in different typical regions.

The teacher will need to keep constantly in mind the real subject-matter of geography; that the child *is the center of* all work; that he is struggling to see life relations; that he is to use his environment as a means in life; and that the emphasis is to be placed on the industrial and social phases of life as products of physical environments found to exist.

## FIRST YEAR

### I. *Home Geography.*

The material to be used should be such as surrounds the child, and the interpretation should be made in relation to his own life—mainly physical.

1. Direction, relation of sun to day and night, telling time.
2. Winds, clouds, rain, frost, snow and ice, as influences.
3. Fire, fuel, lighting, as seen in the various homes.
4. Rocks and soil as to uses, kinds, values, etc.
5. Study market gardening as a type occupation. Visit if possible a truck farm, or better a large farm noting especially our relations to such life.

The work should be followed during the year in the order of nature's plan.

### II. *Foreign Geography.* (Base—Seven Little Sisters).

1. The story of The Little Brown Baby is to be read and supplemented by the teacher, or better, given orally in story form, permitting a free discussion by the pupils.

The pupils should get some idea of the distance and direction of Brown Baby's home from theirs, and of the means and preparation for travel in reaching it. Once there, in their imagination, they should see the climatic conditions, products and other phenomena. They should discuss her food, clothing and shelter. They should discover and discuss all phases of her life. And lastly they should make a careful comparison of all conditions and relations seen with

the same phase of conditions in their own homes. Taking a type institution the study would move along these lines:

1. Study the facts of the earth.
2. Study the facts of the industrial life.
3. Endeavor to find the cause and effect relations between "1" and "2."
4. A careful comparison of "1," "2" and "3" in their own lives.
2. Study Agoonak as typical of life in a cold country.
3. Study Gemila as typical of life in desert regions.

## SECOND YEAR

### I. *Home Geography.*

The work of this year should contain a review and an enlargement of the first year's work, but special emphasis should be placed on products and our relations to them.

1. Select the most familiar types of grains, vegetables and fruits. Give special attention to harvesting and preparing for winter use.
2. Select the chief domestic animals and study them chiefly in relation to their contribution to our home life.
3. Study wool, cotton, flax, silk, mainly as to the kinds, values, and uses of the cloth made from each.
4. Study tropical fruits brought to our market, the nature of the climate, land, and people from which they come.

### II. *Foreign Geography.*

The work of this year is a continuation of the first year's work in spirit and method. First year's work is to be reviewed and Seven Little Sisters completed.

Each little girl in her surroundings furnishes a typical life in a typical region. Through a study of life in these regions the child gets a general notion of the size of the earth and lays a foundation for a study of the earth as an organism having life through contrast.

The study of home geography through contrast with foreign regions, in food, clothing, shelter, etc., can now be made much more prominent.

The work for each type may be somewhat as follows:

*Desert Region.* (Gemila).

1. Climate.
2. People—color, customs, manner of living, style of dress, food, home life, occupations, and other institutions.
3. Relations of "1" to "2."
4. Plants and animals—relation to "1" and "2."



5. Constant comparison of (1-4) with home conditions. See language outline for second year.

### THIRD YEAR

The work of the third year is still oral and is to be given through observation and story. The child should now become quite familiar with the topographic and physiographic features of Jacksonville and vicinity. Here will be found many of the elements to be seen in imagination in the future work in geography.

This is preeminently the year for excursion and observation work, not only for an acquaintance of physical phenomena surrounding the child, but for a close study of the industrial life of which he is in the very midst.

1. *Home Geography.*

1. Topography and physiography.
  - (a) Location, street, pavements, bridges, etc.
  - (b) Land and water forms.
2. Public utilities.
  - (a) Railroads, express, postal system, telegraph, and telephone.
  - (b) Water works, system of wells, lake, reservoir, how the water is distributed; gas and electric light plants.
3. Industries.
  - (a) Farming and gardening.
  - (b) Various factories—woolen, brick, flour, implements, etc., etc.
4. Miscellaneous topics calling for *visits* or *excursions*.
  - (a) Feed store, bakery, fruit store, dairy, grocery store.
  - (b) Tin shop, wagon and carriage factory, hardware store, blacksmith shop.
  - (c) House building, street paving.

- II. *Foreign Geography.*

Work based upon Each and All.—Pupils are now able to read the books. This work completes the elementary view of the earth as a whole. The work is intended to—

Show the interdependence of mankind.

- (a) In different regions.
- (b) In different occupations.
- (c) In commerce, travel, etc.

*References for the first three years—*

“Child and Nature”; “Brooks and Brook Basins”, Frye; “Excursions and Lessons in Home Geography,” McMurry; Geographical Nature Study, Payne; Home Geography, Fairbanks; Geographical Reader I, King; Elementary Geography, King.

## FOURTH YEAR

The aim of the fourth year is to fix clearly in the mind of the pupil those topographic, and physiographic features studied in the first three years; to enlarge and make real the larger and more simple world forms and forces studied; and to use the child's own continent as a type study, the basis of all future work in geography.

## FALL TERM

1. *The Physical Basis.*

1. Soils studied in relation to plant life; formation, kinds, importance.
2. Land surface viewed in relation to homes and home life; plains, valleys, hills, mountains, plateaus.
3. Surface waters viewed in relation to social and industrial life; rivers, water supply, work of rivers, detritus, lakes oceans.
4. Atmosphere viewed in life relations; winds, moisture in the air, story of the rain drop, storms, weather.

II. *Interrelations of Mankind.*

1. Occupation—agriculture, grazing, lumbering, quarrying, commerce, mining, manufacturing, fishing.
2. *Means employed*—transportation by rail, by water, other means of communication.

III. *Supplementary Work.*

Excursions continued—visits to freight station, to an elevator, local soils, some particular brook basin.

In all this work the teacher should analyze her geographical phenomena and decide the exact things to be accomplished.

## WINTER TERM

## I. The earth as a whole.

1. Study globe representing the earth as a whole; form, size.
2. Daily motion and results—axis, poles, equator, day and night.
3. Yearly motion and results—seasons, heat belts, life belts.
4. The globe—divisions into land and water masses, position of land and water, the globe relief.

Work out, as far as possible, the influence of each of these on climate and life forms.

## II. A Study of Types.

1. A hot country—Cuba.
2. A temperate country—The United States.
3. A cold country—Greenland.
4. A mountainous country—Switzerland.

5. A desert country—Arabia.

III. A study of the map as means.

1. School room; 2. School ground; 3. Some district; 4. The county (very general)

*References.*

The Great World's Farm, Gaye; The Earth and Its Story, Heilprin; Reader in Physical Geography, Dodge; Dryer's Physical Geography; Type Studies and Excursion Lessons, McMurry; Kings Elementary Geography; McMurry's Home Geography; Dodge's Home Geography.

SPRING TERM

I. *North America.*

1. Position in relation to sun's rays and to oceans.
2. Its size, form, and outline.
3. Chief forms of relief.
4. Prevailing winds, rainfall, heat belts.
5. Chief Drainage Systems.
6. Animal and plant belts and regions.

All these are to be viewed:

1. As to their relations.
2. As determining industrial life.

II. *The United States as a Whole.*

"1—6" and "1—2" above adapted to the United States.

III. *Type Studies.*

These studies should be given through imaginary journeys and the personal element made prominent.

1. A coal mine.
2. The prairies.
3. Trip down the Mississippi River.
4. The Great Lakes and Chicago.
5. A cattle ranch.
6. A southern trip.
7. Pineries and lumbering.
8. Cod-fisheries.
9. Gold mine in California.
10. The Illinois River.

*References.* Type studies, McMurry; King's Elementary Geographical Reader II. Other references as above.

FIFTH YEAR

FALL TERM

I. *The United States—Sections.*



This work should be given from carefully prepared outlines adapted to each section. Emphasize that for which each section is especially known.

II. *The Dependencies of the United States* and the lesser countries of North America. Present as above.

III. *Type Studies. Select.*

1. Hudson River.
2. Niagara Falls.
3. Pacific highland wonders.
4. Irrigation.
5. Salmon fisheries.
6. Cotton plantations; sugar, etc., etc.

*References.* King's Geographical Readers III, IV, V; King's Elementary Geography; The Western U. S., Fairbanks; Carpenter's North America; Shaler's Story of our Continent; Dodge's El. Geo. McMurry's First Book.

#### WINTER TERM

I. *South America.*

1. General outline.

- (a) Position in relation to the sun and to oceans.
- (b) General outline and coast configuration.
- (c) Size—length, breadth, and their significance.
- (d) Chief forms of relief.
- (e) Chief drainage system.
- (f) Climate, plants and animals as determined by (1—5).
- (g) The general adaptation of (1--6) on the industrial life of the people.

2. Special outline—adapted to each country studied. Emphasize the most important countries and those things for which they are especially known.

3. Continue type studies as time permits.

II. *Europe.* Study by comparison and contrast under "1," "2" and "3" as above.

Type studies—Carpenter's S. A. and Europe; Youth's Companion Series; World and Its People Series.

#### SPRING TERM

Study Asia, Africa and Australia by the same general plan.

#### SIXTH YEAR

##### FALL TERM

1. *North America.*

1. Mathematical relations; position, form, general and

special size, significance of each.

2. Physical relations; primary axis, secondary axis, central plain, winds, rain, drainage, climate, plants, animals.

These are to be viewed first, in their organic relations; second, in their effect on the various phases of life. Construct outline maps as the study proceeds.

## II. *The United States.*

The following topics will be suggestive of the work to be done.

1. Position; actual, relative to other countries, to bodies of water, to heat belts, to winds. Trace the general significance of these.
2. Actual and relative size, significance.
3. General Features; highland, plains, basins, drainage.
4. Natural Productions; minerals, vegetables, animals.
5. Means of Communication; railroads, navigation, etc.

## III. *Supplement from these type subjects:*

1. The Great Lakes.
2. Alaska.
3. Copper mining in Michigan.
4. Ship building in Maine.
5. Orange grove in Florida.
6. Vineyard in Ohio.
7. Cattle raising in Texas.

*References.* Same as fifth grade. Construct maps.

### WINTER TERM

## I. *Sectional Study of United States.*

The following will serve as a general outline, but must be modified to suit the section studied.

1. *Position*: neighbors, relation to bodies of water, to heat wind and rain belts. Trace the general significance of these.
2. *Size*; actual relative.
3. *General Features*; highlands, plains, basins, drainage.
4. *Climate conditions*.
5. Soil, industries, natural productions—vegetables, animals, minerals.
6. *Manufactories*; location, kinds, reasons for, amount and value.
7. *Means of communication*; railroads, navigation, etc.
8. *Inhabitants*; number, centers of population—reasons for, general distribution—reasons for.

Much time should be given to the working out of the reasons

for centers of population and commerce, railway systems, location of certain industries, etc.

## II. *Special Topics.*

1. The Crescent City.
2. Iron Furnaces.
3. Oil Fields.
4. Among the Lighthouses.
5. A Pair of Sheets.
6. A Pair of Shoes.
7. Through the Green Mountains.
8. Among the Rockies.
9. In Alaska.
10. At the Golden Gate.
11. The Yosemite Valley.
12. The Great Basin.
13. National Parks.

*References* Same as above.

### SPRING TERM

- I. United States—Dependencies.
  1. Adaptation of outline above.
  2. Descriptions of journeys, pictures, etc.
- II. Other Countries of North America.
 

“1” & “2” as above.

## SEVENTH YEAR

### FALL TERM

#### I. *The earth as a planet.*

Study position, form, size, motions, day and night, seasons, latitude, longitude, etc.

#### II. *The Earth as a Physical Organism.*

1. The land; divisions, position, upheavals—constuctive forces, wearing away—destructive forces.
2. The Sea; divisions, position, form, size, composition, temperature, tides, currents, etc.
3. The Atmosphere; composition, winds, rain, snow, climate, etc.
4. Life on the Globe; plants, animals, man.

#### III. *South America.*

1. See outline for North America—*adapt.*
2. Special countries—See outline for winter term of sixth year.
3. Construct progressive maps of the continent.



*Journey Studies.*

1. Up the Andes.
2. Across S. A. by Rail.
3. In the Land of Coffee.
4. Bahia and the Diamond Mines.
5. The Valley of the Amazon.
6. The Land of Rubber.
7. On the Orinoco.

*Reference*—Carpenter's S. A., King's Elementary Geography, McMurry's, Dodge's, Frye's, and King's Advanced Geographies. Other references as in sixth year.

## WINTER TERM

I. *Europe.*

1. As a whole. See outline for North American—*adapt.*
2. Study each of the six great powers after an adaptation of the outline for the United States. *Much elimination is required. Place much emphasis on real essentials.* Construct progressive maps.

*Journey Studies.*

1. Crossing the Atlantic.
  2. Liverpool.
  3. Glasgow.
  4. Through Ireland.
  5. London & Westminster Abbey.
  6. The English Lakes.
  7. Norway and Its People.
  8. Scenes and Life in the Netherlands.
  9. Life in the Alps.
  10. Moscow and Nijni-Novgorod.
- etc. etc. etc.

*Reference.*

1. Northern Europe, King Book VI.
2. Northern Europe, Ginn & Co.
3. Footprints of Travel, Ballou.
4. Modern Europe, Coe.
5. Stoddard's Lectures.
6. Glimpses of Europe No. 2, Youth's Companion.
7. Around the World, Book Two.
8. Advanced Geographies—Fry, Dodge, King, McMurry.

## SPRING TERM

During this term study *Asia, Africa, Australia, and the Islands of the Pacific.* See suggestions for Europe.

*Journey Geography.*

1. Peculiarities of Chinese.
  2. The Yankee of the Orient.
  3. The Sacred River, Ganges.
  4. Ranch Life in Australia.
- etc. etc.

*Reference.*

1. Carpenter's Asia.
2. Footprints of Travel, Ballou.
3. Smith's Life in Asia.
4. Pratt's Stories of Australia.
5. Advanced Geographies as above.

## EIGHTH YEAR

## FALL TERM

- I. Special Studies of the United States.
  1. Industrial regions and centers of commerce. Try to account for these through physiographical and other causes.
  2. The great internal routes of commerce and why they are so located.
  3. Scenic aspects.
  4. Trace the chief trade routes with other continents; the trade centers there and their mutual relations to us.
  5. A general comparison of U. S. with other countries.

## SPRING TERM

- I. Special Studies of Illinois.
 

Carefully adapt the general outline for United States.

*References.*

1. Dodge's A Reader in Physical Geography.
2. Shaler's First Book in Geology.
3. Herbertson's Man and His Works.
4. Adam's Elementary Commercial Geography.
5. Carpenter's North America.
6. Dodge's and McMurry's Geographies.
7. Geography of Commerce and Industry—Rocheleau.

## HIGH SCHOOL

The work of the grades from the first to the eighth inclusive has emphasized the fundamental fact in geography—*the earth with the physical and biological manifestations viewed in relation to man's wants and desires*. See outline for the grades; also the general introduction.

In the Commercial Course both physical and commercial geography are required. They are elective in other courses.

### FIRST YEAR

*Physical Geography.* During this year a careful study is made of the elements of physical geography. After considering the earth as a planet and tracing the most significant relations of the facts discovered, the work includes a study of the *land*, the *sea*, the *atmosphere*, and the *life forms*. In the study of these units an attempt is made to trace their most significant organic relations and the influence of these combined relations on the various phases of institutional life—but mainly the industrial phase. Physiography is made quite prominent and in all the work undertaken much careful observation and considerable laboratory work is required.

The teacher should never fail to plan the work in the light of the fundamental principle. In the study of erosion, soil, drainage systems, mountains, etc., *the one final thing is the vital relation to man's life.*

### SECOND YEAR

*Commercial Geography.* During the second year commercial geography is studied. *An effort is made to interpret commercial life in the light of physical environment.* In the study of any country the work should move along these lines and in the order given:

1. A study of the physical environment as a basis.
2. The people as related to this environment.
3. The products as determined by "1" and "2."
4. The trade as a natural result of "1," "2" and "3."

Emphasis should be placed on the commerce of the United States. In treating foreign countries their relations to our own country should be the vital point of interest. A commercial geography museum will be of great value. With little expense and some effort the leading commercial commodities of our own and of foreign countries can be bottled and labeled. A good working library is indispensable. See text used for list of best books.

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## SCIENCE

### 1. *Nature Study.*

Nature study comprehends within its scope the elements of all the Natural Sciences. For this reason even the teacher who is well equipped for teaching the various subjects embraced under this



head approaches the work of the grades with a somewhat indefinite conception of what she ought to do. In order to assist in making this a little clearer to the teachers the following organization is suggested.

The core of the whole Nature Study course should be life viewed through its manifestations in plants and animals. From this as a center the teacher can make her work reach out into the elements of all the sciences if she is alert. She need not of necessity be a scientist to do this, although a general knowledge of the Sciences would be a great aid. But she must be a student of natural phenomena. She must be a learner in the great laboratory of nature, letting herself be questioned and trying to find rational answers to the questions which nature puts to her. Such questions if thoroughly considered will lead up to a more intelligent and sympathetic view of life. They will center around this great fact of life, so that the teacher will be able to lead her pupils to a realization of how all phenomena minister to the life of plants and animals in such a way as to bring about the attainment of the goal of physical existence, namely, *growth* and *reproduction*; or to see how plants and animals are constantly reacting upon their environment. This can be done effectually, only by a first-hand examination of the phenomena themselves. No amount of reading about nature will take the place of thoughtful investigation of nature herself. Hence all nature study readers are to be used as supplementary and not as forming the main features of the work.

The general plan of the work done should be as follows—

(1) The collection of materials. (2) The collection of data by careful examination of materials. (3) Reflections leading to conclusions.

Out of materials collected by the pupils at the teacher's suggestion, the selection of such as are best fitted for the work which the teacher has in mind, should be made. The teacher will be guided here by (1) the ability and experience of the pupils, (2) by her own knowledge of the materials. Out of so vast a field a few typical specimens should be selected and studied. By carefully guiding the pupils in the study of the selected materials such data may be collected as the teacher wishes to use in order to work out some definite idea. Herein lies one of the most difficult tasks, for pupils are inclined toward the half seeing of a great many details. While this difficulty is to be overcome, the teacher is likely to fall into the opposite error of seeing for her pupils. Better let them see a great many unimportant things than do their observing for them. However, by using care and judgment the pupils can be led to

select data from which intelligent conclusions are to be drawn. If the teacher constantly keeps in mind the central idea of the nature work, namely, *the comprehending of natural laws and phenomena in their relation to the nutrition and reproduction of life forms and how these life forms react upon their environment*, the collection of proper data will become a less difficult task.

Since Nature is regular in her habits and passes through an annual cycle, our selection of material and organization of the course must be guided by this law. Our first work in the fall term must be devoted to a study of the *maturing of life*. Soon Nature is busy *preparing for winter*. During the winter months all animal and plant life are to be studied in their winter *homes and at rest*. With the coming of spring there is an *awakening of life and a preparation for renewed activity*. Then follows the *period of active life and growth*. These laws of Nature constitute the organizing principle of nature work. They are a fundamental guide in *selecting, interpreting and coordinating* the various lines of observation and study.

## II. *Physiology.*

During the winter term, in all the grades, physiology is the main line of science work. While the study includes a discussion of the effects of tobacco, alcohol, and narcotics, yet it must ever be the aim to have, even an elementary view of the human body, taken from a scientific stand point. To take the facts which are a part of the structure of a well-organized science, and make such use of them as to give no hint of the existence of the science, is not only of little value, but is really an unnecessary waste of time.

The texts used must be adapted and organized to the conditions found in different grades. The high school work in physiology is done as a regular part of the work in zoology. Definite studies will be planned for each grade.

### FIRST YEAR

#### FALL TERM

Central idea for the term—*Culmination of period of activity and preparation for the winter's rest* (all grades).

Summer observations discussed.

Picture the landscapes at the beginning of each month.

Identify the most common trees in the vicinity; note differences in trunks, leaves, branches, etc.

Identify the most common birds as they are preparing for migration south. Observe and identify the winter birds from the north.



Fruits and seeds such as grape, apple, peach, maple seed, thistle seed, sand bur, burdock, etc. Note the peculiar characteristics of each. Notice that the greater part of the apple is pulp and the seeds form but a small portion of the bulk. Note same with other fruits. Note differences in some fruits. Note the prickles of the bur, the wings of the maple seed and the down of the thistle seed. Let pupils try to discover their uses. Make these facts the basis for simple drawings.

Study the grasshopper. Note how he moves, what he eats, etc. Familiar animals such as the dog, the cat, the cow. Observations must be made, in part outside the school room, from directions given by the teacher. Attention should be called to the differences in the feet of these animals.

The falling of the leaves, and the appearance of the buds for next season, the increase of the fur on such animals as the cat, the movement of the birds, rapid shortening of the days, appearance of frost and ice, should be observed by the children as phenomena which accompany each other. Late autumn is the period in which life forms are preparing for winter. This is the prominent thing to have the pupils realize from late October to the end of the term.

In the work of this term, as well as in all succeeding work, the pupils should discover phenomena and state their observations in clear oral language. A nature vocabulary should be formed throughout the year.

#### WINTER TERM

The central idea for the term is—*nature resting*. Animals are to be studied in their home life.

The winter appearance of trees, grasses, etc., and the relation of this to freezing and to snow.

Identify winter birds; color, food, shelter, etc.

Care of house plants; heat, moisture, sunlight.

Fishes—how they get air, what they eat.

Cows, horses, etc.—dress, shelter, drink, food, etc.

#### SPRING TERM

Central idea for the term—*Preparation for renewed activity*. (all grades).

Picture landscapes for each month.

Trace effect of freezing upon trees, grasses, soil.

Plant beans, peas, radish seeds on netting stretched over wide mouthed bottles nearly full of water. Keep some in warm light place, others in dark places. Vary conditions and watch results.

Collect buds of "pussy" willow, horsechestnut, elm, etc. Keep in bottles of water and watch development.



Wild flowers collected. Likeness and difference noted in simpler cases. Watch development of fruit tree blossoms. Which appear first, the blossoms or leaves?

Underground stems, roots, bulbs, tubers, corms which have lived through the winter. Note rapid growth.

Study dandelion and note parts. Other plants studied and compared and contrasted.

Squirrels and their habits. Reappearance of birds.

Observe different ones as to appearance, habits, calls, cries. Learn names of common ones. Observe progress of nest building, as to (1) where certain kinds build, (2) whether both birds assist. (3) time in completing.

Note rapid multiplication of insect life. Development of moths from cocoons.

Butterflies and their habits.

Expression observed as in fall term.

Excursions. Weather record as in fall.

## SECOND YEAR

### FALL TERM

Make use of many of the same plants and animals as are suggested for the first grade. In addition to examining the more external characteristics of the plants and animals studied, habits, means of procuring food, means of protection, etc., should be noted. The pupils are able in this grade to solve problems, adapted to their age and experience, such as significance of the color in certain insects, the wings of the maple seed, the down of the thistle seed, the prickles of the burdock and sand bur. Drawings to express what the pupil sees. Oral statements in clear, concise language. Written statements in same manner. Keeping of weather record as to (1) temperature, (2) precipitation.

Nuts—collect, compare, value as foods.

Birds of vicinity—occupation, compared with what they were doing last spring.

Observations on the shortening days.

During latter part of term all work should be pitched from the standpoint of *preparation for winter in plants and animals*. Excursions.

### WINTER TERM

Picture landscapes at beginning of each month.

Study frost, snow, and ice.

Winter birds—identification, source of food, colorings, etc. The English sparrow, the hen.

Study live fish as to habits, if one can be obtained.

Care of animals in winter—food, drink, shelter, nature's efforts.

Winter study of some trees, care of plants, value of rain and snow.

#### SPRING TERM

Study of seeds and seedlings as in first grade, with more varied observations.

Careful examinations of spring buds. Watch development as in first grade.

Underground stems, roots, bulbs, tubers, corms, etc. Significance of the stored-up food observed in the rapidly growing plant. Tap-roots and thread-roots.

The wild flowering plants of the locality observed.

Press and mount well selected leaf specimens of the commoner trees of locality during the last month of the term. Reappearance of birds observed as in first grade. Progress of nest building. Shedding of furry covering of animals preparatory to summer.

Insect life. Observe where certain ones are found, what they feed upon, means of procuring their food. Note adaptation of means to environment. Sketch their simpler observations. Clear oral expressions insisted upon followed by written expression.

Excursions. Weather record as in fall.

### THIRD YEAR

#### FALL TERM

Leaves: their form studied in greater detail. The significance of certain forms. That is, why notched so deeply, etc.? The arrangement of the branch in various species and the significance of same. Forms of compound leaves.

Seeds: their various means of dissemination, including all the more obvious ones mentioned in outline for second grade.

Birds: their migration noted. Later note those which do not migrate. Take notes of kinds in each case.

The grasshopper (1) Study them in the fields; (2) Study gross anatomy of dead specimens. Make out characteristic parts as typical insect. During the latter third of term study preparation of plants and animals for winter. Examine preparation of winter buds on horsechestnut, hickory, peach, maple. The storing of food in tubers, corms, bulbs and roots, as in potato, Indian turnip, onion, carrot, etc. Increase of hairy covering of animals. Note adaptation to environment here. Weather observations continued. Note correspondence with what is taking place in life forms.

Disappearance of insects, snakes, toads, frogs—where do they go? Why?

Garden vegetables—storing, preparation.

## WINTER TERM

Study of plants—by an examination of twigs from elm or maple discover the absence of sap and leaves; discuss eating, circulation of blood, and breathing of the tree.

Dig up roots of some weeds, submit them to heat and moisture and note results; do same with twigs from elm or maple.

Study of fuels—kinds, where and how obtained, various uses, etc.

Continue winter study of domestic animals; study rabbit.

Study forms of water—frost, snow, ice.

## SPRING TERM

Make use of all materials suggested for grades I. and II. with more thorough observations upon same.

Collect eggs of frogs and watch development of tadpoles. Keep them and study life history until adult form is reached.

Sketch different stages of the development. Describe (1) orally, (2) in writing.

Injurious garden insects and birds. Insectivorous animals—toad, bat.

The clovers—white, red, sweet. Economic importance; work of the bumblebee, its home and life history. Continue observations on the returning birds. Excursions. Weather record as in fall.

## FOURTH YEAR

## FALL TERM

The grasshopper and his habitat. How he gets his food. Means of protection. Review work done on anatomy of previous year together with more thorough study. Compare with cricket. With katydid. Account for color contrasts in these insects.

The beetle and its larva. The butterfly and its larva.

Study grains and grasses—identity, growth, harvesting; structure and use

The Jamestown weed; the garden nasturtium. Studied as illustrations of pollination by means of insects.

Bird migrations. Watch the behavior of the gold-finches through autumn.

Weather record kept. Average temperature and precipitations determined at end of month.

Geological studies; pebbles and their work. Their relation to life on the earth. How clay beds are built. Character of sand-stone. Its formation.

Preparation of plants and animals for winter studied during lat-



ter third of term as in grades below, with more thorough observations, and conclusions.

Hibernation—common trees, wood-chuck, and bear.

*Make all work assist the oral and written language work.*

Make frequent drawings of the observations. Excursions. Weather record.

#### WINTER TERM

During the winter term of grades (4-8) physiology will occupy almost the full time allotted to science. The work in each grade will seek to emphasize adaptation to purpose, and a comparative study of the human organs, functions, etc, etc., with plant and animal life. The work will be indicated by special outlines furnished the different grades.

#### SPRING TERM

Examination of some of the larger 'seeds' such as corn, bean, pea. Make out more obvious parts. Plant as suggested in lower grades and watch seedlings under varying conditions. Sketch and describe from time to time, until plant has well developed foliage leaves.

Same with developing buds of elm; flower buds and twig buds—size and significance, position, development; age of twigs, bud arrangement and its effect.

Note flower buds as they open and make out all parts of representative ones.

Identify by common name, some of the more common wild flowers. Observe where they grow. Note differences and likenesses in this respect between different kinds. Sketch flowers studied.

Birds and nest building. Require pupils to keep notes on this.

Study beetle and some large species of true bugs such as the "electric light" bug. Note likenesses and differences. Find out what they eat, where they live, life history; housefly.

Crawfish. Study gross external anatomy. Sketch parts, habits of the animal.

Excursions. Weather record as in fall.

#### FIFTH YEAR

##### FALL TERM

The sun flower as an illustration of a composite flower. Its relatives; chicory, black-eyed susan, golden rod. Note character of petals. The thistle as a composite. The insect visitors of each. Their purpose. Compare with work of previous year along same line.

Galls studied as illustrative of adaptation of insects to environ-

ment for purposes of reproduction. See the oak gall, the apple gall of the willow, the cone gall of "pussy" willow.

In late autumn distinguish between a few well known perennials and annuals by examination of condition of root-stocks, bulbs, corms, etc.

Winter buds of hickory, buckeye, elm, catalpa. Make careful study by dissection and drawings. Contrast and interpret foregoing by corresponding contrasts in rapidity of development of leaves in spring.

Review observations of previous years concerning preparation for winter and make additional observations. Falling and coloration of leaves; migration and coloration of birds.

Weather record kept by months and mean temperature and precipitation determined at close. Note book neatly and carefully kept by each pupil in which drawings are to be accompanied by explicit written descriptions. Teacher is to take up all notebooks from time to time to examine.

Excursions. Weather record.

#### WINTER TERM

Physiology. See special outlines.

#### SPRING TERM

Make use of all the material suggested in grade IV with more extended observations. Require the continuation of the note book as mentioned in fall term.

Common weeds—identify, and life histories. Geological studies: Formation of soils.

Eroding power of water. Relation of foregoing to life on the earth.

Excursions. Weather record as in fall.

### SIXTH YEAR

#### FALL TERM

The golden rod and its visitors. Examine the numerous growths found upon the stems and branches of these plants during the fall. Examine their tenants. Compare with galls. Identify the common trees of the locality.

The dragon fly; its habits, food. Make careful examination of of this insect, sketching parts, etc. Compare and contrast with grasshopper.

Make more thorough study of seed dissemination. Continue observations upon bird migrations. Collect specimens of rocks, clays, sand stones, shales, etc., of locality. Examine structure. Review formation of clay beds from last year. The work of pebbles.

The earthworm—habits, economic importance.  
 Planting of fall bulbs—soil, nature, preparation.  
 Heat; evaporation, effect upon solids, etc.  
 Note book kept as in fifth grade.

## WINTER TERM

Physiology. See special outlines.

## SPRING TERM

Make more minute and careful study of spring buds, such as lilac, horsechestnut, hickory, elm, apple. Dissect and note the folded leaf.

Make careful observations upon the growing seedling. Learn how to tell age of trees.

Make a collection of the insects and larvae injurious to the gardens and trees.

Examine and distinguish root-stock from roots, bulbs from corms, etc.

Birds. Continue observations and watch for kinds unobserved before. Study the characteristics and habits and note relation to nest building such as location and materials used.

Collect and study galls noting the early part of their development.

Study roots, leaves and stems in relation to soil, moisture, heat, and light. Study flowers in relation to stems and roots.

Distinguish between the more common rocks of the locality, examining structure with lens. Sand stones, shales, granite fragments, etc., should be taken up. Learn to distinguish.

Weather record kept and average for the months found. From monthly averages find average for the season.

Note books should be kept as in fall, and pupils held responsible for accuracy and neatness.

*Teachers' references in Nature Study;*  
*In Plant Study.*

Plant Relations. Coulter; Elements of Botany, Bergen; Introduction to Botany, Stevens; Elementary Botany & Lessons with Plants, Bailey; Elementary Botany, Atkinson; Botany All the Year Round, Andrews; Trees in Winter, Huntington; Story of the Plants, Grant Allen; One Hundred Lessons about Plants, Dennis.

*In Animal Study.*

Animal Life, Jordan; First Lessons in Zoology, Kellogg; Introduction to Zoology, Davenport.

*In Geological Study.*

First Book in Geology, Shaler; The Earth & Its Story, Heilprin; Tarr's, Dryer's and Davis' Physical Geographies.



*In Genaral Nature Work.*

Nature Study & Life, Hodge; Special Method in Science, Mc-Murry; Jackman's Nature Study; Mrs. L. L. Wilson's Nature Study; Lange's Handbook of Nature Study.

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## HIGH SCHOOL

### *I. Physical Sciences.*

1. *Chemistry*,—The course in chemistry requires eight periods of forty-five minutes each, per week through the junior or senior years of either course, as an elective. The aims constantly held in mind by the teachers are,—to give training in observation, to cultivate accuracy, to develop the power to reason, to give training in oral and written expression, and to make a practical application of chemistry to every-day life. Each topic is developed in this order: (a) the laboratory work by the pupil; (b) the lecture by the instructor; (c) the recitation by the pupil.

*Phases of the subject.* Descriptive chemistry—Non-metallic elements and compounds, including occurrence, preparation, reactions and tests. *Historical Chemistry*—Work done by prominent men. *Theoretical Chemistry*—Verify laws of definite and multiple proportion, laws of Boyles, and Charles, quantitative relation of the volumes of various gases. *Organic and Industrial chemistry*,—Hydro-carbons, carbohydrates, soapmaking, manufacture of beer, starch, sugar matches, glass, vinegar, and fertilizers. The chemistry of the Kitchen, Modern Explosives, Chemistry of Photography, Manufacture of Illuminating Gas, The Bleaching Industry.

2. *Physics*:—Physics as taken up in the High School course is intended to encourage and develop its pupils' already waking interest in every-day phenomena, and through this to build up an intelligent knowledge of the most vital physical laws.

To this end, about one half of the total time is spent in laboratory work by the pupil and half in demonstrations by instructor of other more difficult experiments, in quizzing on laboratory work; and in class recitation and problems from text. Each pupil spends ninety minutes a day four days per week for 36 weeks in physics work.

All experimental work of any kind is done and carefully written up while pupils are in the laboratory, the longer period for the work presumably taking largely the place of time spent outside in preparation of other lines of High School work. During the laboratory time, the pupils, working usually in twos, put together and manipulate their own apparatus. Manual directions must be carefully follow-

ed and every result must be clear. Questioning follows every experiment before a succeeding one is taken up, and later the class questioning brings out hidden points and links the whole group of experiments indissolubly to pupils' past experiences.

A laboratory, separate-leaf, ink note-book; a pencil note-book for demonstrations; a laboratory manual; and a text-book equip the student. The note-books must contain the number and name of every experiment, apparatus used, sketch of pieces of apparatus in position or use, a brief but clear method of procedure, careful tabulation or description of results, and space for possible additions and corrections. Every note-book is subjected to monthly critical reading and red ink correcting by instructor—shutting out the last possibility of error in conclusions and results.

From this work in physics the pupil must learn that he can gain results only by personal observations, and that these will be highly valuable only when made most accurately and when checked by interpreting past experience in the light of such newly acquired results. He must get the ability to see his results and to state his conclusions clearly, to keep from preconceived ideas, often erroneous,—in short to cultivate scientific habits of thought. Furthermore the work, in the laboratory especially, necessitates great neatness and requires rapidity as well, since work must be written directly in ink first hand. The sketching fixes in the mind the picture of the essential parts of the apparatus, and thereafter the experiment is immediately recalled by a glance at the sketch. Skill in interpreting English—sometimes said to be the real test of a scholar—is facilitated by learning how to grasp the manual directions. Good English expression is gradually acquired in both written note-book and oral class work.

The *interest* and *euthusiasm* of the pupils is made the point of emphasis, in order that they may be wide awake to apply the knowledge gained daily.

#### Scope of year's work:

Measuring, weighing, properties of matter, and getting used to laboratory methods.....	5 weeks.
Mechanics.....	4 weeks.
Hydrostatics.....	3 weeks.
Specific Gravity.....	2 weeks.
Heat.....	5 weeks.
Magnetism and Static Electricity .....	3 weeks.
Voltaic Electricity.....	7 weeks.
Sound.....	2 weeks.
Light.....	4 weeks.
Review, with general knitting together of work.....	1 week.

A minimum of 45 laboratory experiments, and of from 10-15 demonstration experiments is required.

## II. *Biological Sciences.*

In the high school botany and zoology should be taught for the purpose of bringing the pupil closer to the things with which he lives, of widening his horizon, of intensifying his hold on life. The study should begin with familiar plant and animal forms and phenomena. The student must first learn to observe the facts that come within the range of his experience. Next, he must seek an explanation of these facts. The habits of observation and interpretation once formed will be carried thru life and applied in every line of thought. To cultivate these habits is the constant aim.

The course in both botany and zoology extends over a year, and takes up two periods a day.

The morphological point of view necessarily dominates, but not to the exclusion of the physiological and ecological. Comparative anatomy receives much attention and reports are made of economic importance. Forms are selected which represent well the great groups, and show gradual progression of form and structure, and also those obtained in the vicinity.

*Zoology.* The following types are usually examined: Amoeba, Paramoecium, Sponge, Hydra, (Starfish,) Earthworm, Insects and Crayfish, Clam and Snail, Fish, Frog, Pigeon, and Rabbit. Collection of insects. Study of animals in aquarium. Study of birds in neighborhood.

*Physiology.* This subject is given the last ten weeks of the year in zoology. As far as possible the principles of anatomy are illustrated by specimens, and much attention is given to hygiene.

*Botany.* The work as given this year was in this order: Light relations of leaves, Problems of Pollination, Seed-distribution, The Plant Body. Then the study of life histories of representative forms completed the work. The following forms are studied to illustrate the four great sub-kingdoms:

*Thallophytes:* Oscillaria, Nostoc, Pleurococcus, Diatoms, Spirogyra. Edogonium, Vaucheria, Cladophora. Mucor, Lilac Mildew Yeast, Corn Smut, Toad stool.

*Bryophytes:* A liverwort and a moss.

*Pteridophytes:* A fern, Equisetum.

*Spermatophytes:* Pine, Lily, Trillium, Bean, Pea, Shepherd's Purse.

Trees of locality studied and named. Ten spring flowers analyzed. Plants of locality named.



## MATHEMATICS

Grades (1-8).

The work in arithmetic is based on the Werner Series. The spirit of the work contemplated is sufficiently set forth in Hall's Monograph-Arithmetic. How to Teach It. The details and suggestions embodied in the Outline Course prepared to accompany the series make it unnecessary to give any further discussion here.

### HIGH SCHOOL

*Arithmetic.* Commercial arithmetic is required during the first year of the commercial course. It may be elected in either of the other courses. While the work should lead to a mastery of the principles of business arithmetic, to accuracy and rapidity, in the various phases of the work, yet a scientific spirit should pervade the whole. The general result in mind development must approximate in degree that developed by any other subject. *This can never be done unless fundamental principles, rather than concrete manifestations of those principles, is the point of vital touch in every step of the work.* The subject of arithmetic loses its value as an instrument in education unless the pupil is lead to see that the endless variety of living problems is only a manifestation of some general law running through all mathematics.

*Algebra.* In the seventh and eighth grades, the elements of algebra and geometry are taught in close connection with the work of arithmetic. Before entering high school, the student has applied the equation to the solving of many problems, including some in percentage and interest. See Werner Arithmetic, Book III.

The algebra of the Freshman year is a continuation of the eighth grade. The close relation between arithmetic and algebra, and geometry is kept constantly before the student.

The main object is to teach the student to *think*. The emphasis is placed on the fundamental principles which underlie the solution of problems. Accuracy and self-reliance are taught by requiring the student to check the results obtained. The graph is used as a means of illustration in the study of equations. The study of variation and of the expression of scientific laws by means of equations add practical value in preparing for the study of physics and other sciences.

Stone's "Monograph on the Teaching of Algebra" gives an idea of the spirit of the work. The text used by the student is Stone and Millis' "Essentials of Algebra." Many problems are assigned from other standard texts.

In the College Preparatory Course, algebra is required during the 36 weeks of the Freshman year and during 20 weeks of the Jun-

ior year with 45 min. recitations 5 times a week. In the General Course, algebra is required during the Sophomore year, and may be elected during the last 20 weeks of the Junior or Senior year. In the Business Course, algebra is elective.

*Plane Geometry.* The main object of the work in Plane Geometry is to train the student to *think logically*. Originality and independence of thought are developed by requiring the students to give their own proofs for many theorems. The writing of these proofs gives excellent training in English, and the presentation of them logically before the classes giving similar training in expression, which is invaluable.

Accuracy and neatness in the construction of figures is required. Students of geometry should, if possible, take the course in mechanical drawing. Neither course is complete without the other.

The facts learned in the study of geometry are of much practical value, but "the greatest good is the mental poise, the clearness of vision, and the honesty of expression that it develops."

The text used is Wentworth's—Books I.–V.

Plain geometry is required in the Sophomore year of the College Preparatory Course. It may be elected in either of the other courses. The time spent each week in recitation is the same as for algebra.

*Solid Geometry.* The spirit of the work in Solid Geometry is the same as in Plain Geometry. The foundation already acquired gives opportunity for much stronger work along the same lines. Glass and wooden models represent the solids studied. Drawings are often made in color. Many original exercises are given. The text is Wentworth's—Books VI.–VIII.

Solid Geometry is required during the first 16 weeks of the Junior year of the College Preparatory Course. It may be elected in either of the other courses.

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## LATIN

The purpose of the course is: First, to give the student a good mental training; second, a better mastery of the English language; third, an appreciation of the beauty of the Latin language, by the study of the best in History, Oratory, and Poetry; fourth, a knowledge of the life, culture, and institutions of the Romans; fifth, an interest in the history of the great Roman civilization and the things which gave Rome her power and place in the history of nations.

Some of the chief characteristics of the Latin language are pre-



cion of expression, fine discrimination of thought, and shades of meaning shown by choice of words. There is no other language, except the Greek, which requires such exactness and accuracy of thought and logical reasoning.

The pupil must constantly compare the construction of forms of the Latin with the same constructions and forms of the English language. He must see the thought relations existing between the two languages.

The work of the Latin department covers four years. In the *first year* a "Beginning Book" is used and a thorough and systematic drill is given in inflections, syntax, order of words, pronunciation, vocabularies and translation. Practice is given in writing Latin and in translation at sight and hearing.

In the *second year* four books of Caesar's "Gallic Wars" are read. In connection with the translation, one day a week is devoted to Prose Composition, which gives practice in writing Latin sentences and a systematic review of grammatical forms.

In the *third year*, Cicero is the author read and the requirements in reading are the "Four Orations Against Catiline," and the "Citizenship of the Poet Archias." The work in Prose Composition is continued during the third year and outside reading is required on the Life of Cicero and the "Conspiracy of Catiline," one composition being written by each student.

In the *fourth year*, Virgil's "Aeneid" is the text used, the first six books being read. The author is studied more from a literary standpoint and special attention is paid to the Mythology of the Romans. Practice is also given in scansion and pronunciation. Written papers are required at different times during the year.

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## GERMAN

The system of instruction in any modern language has for one of its objects ability to speak. This result can be obtained when classes are small and a great deal of time can be devoted to drill, but the ordinary student of German of the secondary school seeks rather to acquire ability to understand the written language. When he has mastered the principles of grammar and has acquired a fair vocabulary and a feeling for the correct use of it he will learn to speak rapidly when circumstances or association with Germans require it of him.

In words, forms and constructions, German is enough unlike English to call forth the power of discrimination of the pupil, and to



sharpen his attention to the niceties of word and phrase and thus train his philological insight. At the same time the fundamental relation of German to English is so noticeable that the study becomes in a large measure instructive. There is no other modern language so rich in attraction and so liberal of reward to us as the German.

It should be the constant aim of the study of German to make the pupils acquainted with the manners and customs of the Germans, to give them an insight into the social, religious, and political institutions of the Germans and to awaken an appreciation for German culture and literature.

### FIRST YEAR

Beginners book.

Pronunciation, grammar, and the reading of easy stories used as the basis for conversation and reproduction.

### SECOND YEAR

Composition: English, paraphrase for retranslation and easy narrative selections. Study of syntax and word order. The reading texts are chosen to make the material a basis toward a knowledge and appreciation of what is good and valuable in German literature. A part of the time devoted to reading is spent in the study of a few of the most popular German poems which are memorized. Reconstruction work and conversation are done part of the time.

### THIRD YEAR

Composition: letters, biographical, historical and descriptive selections. Reading of some of Schillers' or Gothes' works with some study of the poets' lives. Short stories are used for reading which have expressions of modern every day life and which are thoroughly characteristic of German as it is spoken among the cultured classes of Germany.

### FOURTH YEAR

Short compositions are required based upon reading material. Dictation and conversation based upon reading. Study and reading of one or two classical plays and four or five modern stories for rapid reading and sight translation. All of the reading matter is selected to express the heart and spirit of German life.

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## MANUAL ARTS

### *I. Manual Training.*

The educational value of Manual Training is no longer questioned. The training of the hand to express the ideas of the mind

with tools as a medium is now recognized as true education. Learning by doing is the experience gained by the student in Manual Training. It is mind training plus hand training.

*Purpose.*—The purpose of Manual Training is to develop the student mentally just as other studies do. It cultivates habits of accuracy, neatness, and industry; teaches self-reliance, love of order, skilled workmanship, respect for honest labor, and gives a broader conception of life.

*Results.*—Many times Manual Training keeps boys in school because it appeals to them through the hand training, and gradually they realize that hand training must have mind training also, and they take renewed interest in their other work.

*Equipment and Course.*—At present, the equipment is limited to bench work with wood and tools as the medium. The course extends from the eighth grade through the four years of the high school, each class spending one and one-half hours per week in the shop.

*Course of Study.*

*Eighth Grade.*—Pupils are given a general knowledge of tools, their names, parts, makes, and uses. The different kinds of woods are taught, their growth and characteristics, also seasoning and lumbering.

Practical work—making of rule, shelf, book-holder, plain box, or similar models, each exercise of which brings some new experience to the pupil. Individuality, originality, and invention are always encouraged. Pupils make working drawings and learn to read blue prints. Note books are kept, and pupils are required to prepare papers on subjects closely allied with the work.

*High School.*—The high school pupils are occupied with exercises in carpentry and joinery, after the satisfactory completion of which they are applied in tabourets, bookshelves, plate racks, umbrella stands, etc. Later, pupils make more elaborate pieces of furniture, such as library tables, chairs, and desks.

Project work is also encouraged. Note books are kept and papers are prepared and handed in throughout the course.

As soon as the equipment is sufficient, this department will offer courses in wood turning, pattern making, bent iron work, and hammered copper.

*Mechanical Drawing.*

Mechanical Drawing has a prominent place in connection with the Manual Training in the high school. Four periods of forty-five minutes each are given to the work every week.

A general knowledge and use of drawing instruments. A course

of logical sequence is followed, giving the application of geometrical problems from a practical standpoint.

## *II. Domestic Science.*

Purpose.—The purpose is two-fold. It has to do, first, with the development of the individual, and second, through this, with the development of the mind.

The general purpose is to present such fundamental principles and their application in systematic exercises and operations as shall give to the pupil habits of attention and exactness, the power of logical thought, a high ideal of the dignity of labor, and the ability to use her powers definitely and intelligently in the production of her ideal of perfection.

To this end, the course includes a definite amount of study and systematic application that must precede the working out of individual ideas and inventions, though opportunity is given in the application of known principles and operations for originality and self expression.

### *I. Sewing,—*

#### *a. Eight Grade. (One and one half hours per week)*

The work in this grade includes the simple forms of stitches, hems, corners and bands; also the plain and twill weaving, darning, tying fringe, gathering and drafting. The application is then made to a doll's outfit—such as skirt, apron, etc. Special study is given to growth of cotton;—culture, use etc.

#### *b. High School Course.*

(1) First Year. Review of Eighth Grade work. The advance being more difficult stitches, various kinds of seams, woolen and linen darns, hemming and overseaming pathes, rolled hem and ruffles—drafting of waist for small child. Study of cloth:—kinds, manufacture, etc.

(2) Second Year. The course for this year is more difficult and tedious. It includes blanket stitch, buttonhole, eyelets, loops, plackets, (four kinds) gussets, tucking and putting on bands, sewing on lace and insertion, hem stitching and drawn work, facing and extension hem, also drafting for a gown. Study of flax—growth, culture, etc,

#### *(3) Third Year.*

The work for this year is more artistic and useful—fancy stitches in weaving, mending of kid gloves, simple embroidery, etc. Drafting of patterns for underclothes, also the cutting, fitting, trimming and making of the garments.

Study of wool:—culture, manufacture etc.



(4) Fourth Year.

Measurements are taken, patterns are drafted for a shirt waist suit. The material which is cotton, is furnished by the pupil. This affords the pupil an opportunity to apply the preceding lessons on finishing of seams, buttonholes, hooks and eyes etc. Study of silk-worm, culture, etc.

*II. Cooking,—*

a. Eight Grade. (One and one half hours per week)

Special attention is given to measurements, equivalents in weights and measures, methods of cooking, etc.

The kitchen—its arrangement and care. Study of foods, food material, classification. Experiments:—Proteids, carbo-hydrates, Preparation of food for home.

b. High School.

(1) First Year.—The dinning room—its arrangement, and care. Study of foods, classification, digestibility, cost. Dietaries and the hygiene of food. Experiments. Preparation of Foods: milk, starch, egg, etc.

(2) Second Year.—Food Preparation and Combinations; necessity for varied diet; serving of food: table furnishings; Study of Markets; Meats: composition, etc. Fruits: use, value, preservation; Experiments; Chemistry—of cooking and cleaning.

(3) Third Year,—Serving of breakfast, dinner, lunch, etc. Duties of host, hostess, waiters; Study of Dietaries, Balanced rations; General chemistry, with reference to household applications; Study of Vegetables—classes of food; Invalid Cookery.

(4) Fourth Year,—Study of bacteriology to daily life; Dust and its micro-organisms; Study of yeasts, moulds, etc; Theory of diseases—hygiene and care of sick room; Preparation of food—fancy and delicate dishes.

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## STENOGRAPHY AND TYPEWRITING

Shorthand and Typewriting are introduced in the third year of the Commercial Course, and it requires two years to complete the work. Gregg Shorthand, the popular light-line system based on long hand writing is taught. The first year is devoted to the mastery of the theory or principles of Shorthand, a few simple business letters being used in the last term. The work of the second year embraces shorthand reading exercises, dictation of magazine articles, business letters, and simple legal matter, all of which must be transcribed. In addition to its practical worth Shorthand is a valuable

cultural study, training the memory and developing the power of concentration. Touch Typewriting, or the Piano Method, is taught. The key-board is memorized and the foundation for practical work is laid in the first year of the course, by the use of the Rational Typewriting Instructor. The second year is spent in advanced copying, transcribing shorthand notes, and writing from dictation to the machine. We have the Smith Premier, Remington, and Oliver Typewriters and the student learns to operate a single and a double key-board. Through the entire course emphasis is placed on the use of correct English, punctuation and spelling.

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## SPELLING

We learn to spell that we may write correctly while our attention is completely absorbed with the thought expressed. Spelling, then, should become automatic. It is very largely a matter of memory but accurate memorizing of words depends wholly upon previous sensing of word forms. Sight is the sense mostly employed in observing words but as many avenues should be opened as possible. Some children are eye-minded, some ear-minded, others motor-minded. To reach all, exercises should include oral and written work, copy and dictation exercises.

The real difficulties in spelling seem to be rather in a wise selection of words, and in the mental steps involved while carefully sensing them.

*First*—In the selection of words it seems evident that the child should not learn to spell long lists of words many of which he may seldom or never use. It seems evident, too, that many of the words met in the various lines of work are such that their simple recognition is sufficient. What words then should be selected?

1. We should select those vital words in the various lines of study without which the pupil cannot intelligently express himself, and *not* the incidental words of the subject.

2. We should select those oft repeated words belonging to the vocabulary of any intelligent person. Among the class of words are homonyms, derivatives, difficult terminations, and troublesome letter combinations for various sounds, etc.

*Second*—The mental steps involved should be such as to give the greatest power in the spelling of new words. If the work in phonics has fixed the more important laws in the pronunciation and spelling and the *tendency* to make out the pronunciation and spelling of new words, one of the greatest barriers to correct spelling has been re-



moved. Again the teacher should have the pupils discover the real difficulties in the words to be spelled. They should never be allowed to spend their time in rattling over lists of words most of which have no difficulties in them. When the difficult place is discovered and the reason for this difficulty pointed out, the word should be placed in a list to be preserved for reference and review.

### FIRST AND SECOND YEARS

During the first two years, spelling is to be incidental in connection with all work, but more prominent in reading. It is to go hand in hand with phonics. Here it receives the maximum effort.

1. In purely phonic words the general rules of spelling are discovered as well as the pronunciation. The effort in analyzing a word into its sounds and deciding the parts of the word representing those sounds, or the reverse movement, impresses the form of the word most indelibly.

2. In the unphonetic words (and they are relatively few) the child seeks to discover phonic relations already familiar. He does not discover these but he has sensed the word form thoroughly, the first requisite of the mastery of any word. The pronunciation may have to be given, but this and the spelling have made an impress for all time. Compare this with marking the word, or telling, which is about the same thing.

3. The pupil may be driven to make out the pronunciation from the context. If so, it is the third series of experiences. This is slow, but it gives power. Pronunciation and spelling from this standpoint during the first three years of school life practically puts the mechanics of reading and spelling out of the child's conscious efforts.

The following lines of work should continue throughout the two years and be introduced in this order:

1. Copy words and sentences from board.
2. Copy words and sentences having been studied from the board.
3. Name the letters orally of words studied under 1 and 2.
4. Write from dictation words and sentences.

NOTES—1. Words are often misspelled because the relations of sounds and letters are not clearly perceived by the pupil.

2. Careful pronunciation with reference to syllables and accent is a prerequisite in spelling.

3. Words found to be difficult should be thoroughly mastered, then placed upon the board with the difficult place underlined.

From the third to the eighth grades inclusive the work is based upon the text, but in all written work *absolute accuracy* is insisted upon. An outline course accompanies the teachers' desk copy.



In the high school much practice in spelling is required in the various lines of work in the commercial course, the teacher *must insist on correct spelling as an essential in grading that work.*

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## WRITING

### *I. In the Grades.*

All work in writing should spring directly from the necessity to communicate thought. This should be the one idea around which all work should organize. This should determine from the beginning proper position of the body, arm, hand; should determine pen or pencil, paper, letter forms, slant, etc.

If to communicate thought is the distinct function of writing, legibility must be the fundamental attribute for which to strive. Letter forms as nearly like those of print as is consistent with a natural and rapid movement should be given in order that the written page may rise into consciousness as little as possible in the process of interpretation. The writer can afford to make himself perfectly clear through his penmanship, but the reader cannot afford to waste time and energy in the process of interpretation, much less interpret wrongly.

While *legibility is the fundamental attribute*, the one to which all others must be more or less subservient, yet *rapidity is very desirable and must be vigorously encouraged*. It is an attribute, however, which becomes characteristic of the energetic business man much more readily than the one of legibility. In order to give skill in rapid writing and not sacrifice legibility, great care must be observed. Drill in expressing a given thought which calls for various combinations, is often more conducive to speed, if practiced sufficiently, than drill in various exercises which have no direct relation to any word forms. No teacher of grammar grade pupils has failed to notice that pupils are prone to lay aside their movement exercises when attempting to express thoughts. If drill in movement were the end, the drill would be the all important thing. But if the expression of thought is the ultimate aim, drill, much drill, on the expression of a given thought is to be the main exercise. It is true that some drill in movement and form may be necessary, but too much drill has been the bane of legible rapid writing in the grammar grades.

Another incidental attribute to be secured is that of *beauty of letter forms and combinations*. This is vital to the artistic taste of the growing mind. The false notion of beauty in letter forms so long

prevalent is gradually and justly giving way to a more rational view. Today a thing of beauty is that which enables a thing to perform most perfectly its distinct function. Adaptability to use is to be our guide at this point. The slant, the shade, the curves, the beginning and finishing strokes, the connecting lines, etc.—whatever deters from legibility and reasonable rapidity of writing—these things mar the beauty of the written page and are to be vigorously avoided.

*Writing, to be effective in school work, must find its way into all the pupil does with pen or pencil.* His arithmetic, language, etc., require the same degree of attention as his writing exercise. If for hygienic, as well as for correct penmanship, it becomes necessary to assume a certain position, it is equally important that this should be observed in all exercises of the school. *The teacher who cannot secure this is not only a failure in teaching writing, but is a greater failure in other work.*

Another point almost as vital is that of the penmanship of the teacher herself. Children are by nature imitative creatures, and especially do they imitate their teacher. Now, if the teacher's work on the board deviate materially from the system employed, the pupil must suffer in like proportion. This is especially true in the lower grades. If the writing learned in the first year is to be materially changed in the second, and so on through the course, the pupil will never obtain a character of writing of his own. His energy and time are spent in making modifications from year to year, so that by the end of his course he is neither a legible nor a rapid writer. This is an argument for the copy book, but no less an argument against the somewhat careless and various forms of writing among teachers. The child's individuality must be preserved, but he must have a good individuality. There must be some standard recognized by all teachers. *Barring the sacrifice of individuality, every teacher must practice in harmony with the standard chosen.* The blackboard writing of the teacher is as important to the pupil's spiritual and physical development as her ability to present any subject of study.

No outline of the work by terms or years is attempted, for each teacher will have a Manual of Writing. No book will be used in the first year, but the teacher will be guided by the exercises in Book I. Book II will be introduced sometimes during the second year. The other books will be taken up as indicated in Teacher's Manual.

## II. *In the High School.*

The specific work in writing in the high school is given in the commercial course in connection with bookkeeping. *The teacher in every department must insist on legibility and ease in all written work, and must place a good specimen before the class in all blackboard work.*

## MUSIC

A line of work in music extends from the first grade through the high school. The system taught is that presented in the Educational Music Course. Much rote work is given in the lower grades.

The special teacher of music will, so far as possible, familiarize herself with the other lines of work, and try to bring the music into harmony with the aims and methods in these lines. Music correlates very closely with literature, history, drawing, etc., and the pupil will be greatly benefited by this correlation.

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## ART EDUCATION

The work in drawing and construction is based on Prang's Art Education. A full course of study prepared especially for these books is furnished each teacher. The course as outlined is to be adapted to the varying conditions to be met. Drawing is made to correlate very closely with music, literature, history, nature study, etc. Much of the construction grows out of the various lines of work as a means of expressing the life or spirit of the thing studied.



## GRADUATES

List from the beginning to the present time:

Class of 1872—Emily Atkinson, Annie Bellatti, Kate Sawyer.

Class of 1873—Allie Duckett, Johanna Hamlett, Edward Kinman.

Class of 1874—Sara Hamilton, Sarah Shreve.

Class of 1875—Charles Chapman, Thomas J. Ensminger, A. W. Goodrick, Hattie Hammond, Arthur L. Martin, Edward W. Morton, Daniel E. Pierson, Wm. S. Phillips, George C. Pratt, Lewis H. Pratt, Mary Rife, Rinda Tomlin, Alonzo Waddell.

Class of 1876—Ellen Hamilton, Lydia Hamilton, Alice Holliday, Enoch James, John Knollenberg, Nettie E. Martin, Stella Prince, George Phillips, Ada L. Reese, Fannie Scott, Harry E. Wadsworth, Lewis Winter.

Class of 1877—John Barnett, Hattie Fry, Cynthia Graves, Amelia Hamlett, Jennie James, Ben Lehman, Louis A. Malone, Mary A. Martin, Martha Y. Morrison, Maggie Richards, Ida Smith, Prudence Spencer, Julia VanWinkle, Alice Williamson.

Class of 1878—David Allen, Fannie Bancroft, W. K. Barr, Lida Clark, Lulu Doty, Edward L. Fry, Ellen Griffin, Lizzie McMillan, Lina Pearson, Warren Robb, Annie Rule, Jennie Waddell, George Wait, Josie Milligan.

Class of 1879—James S. Allen, Eva A. Cobb, Grant Cullimore, Nellie Easton, Etta Fanning, Wm. E. Hall, James F. Keeney, Wm. F. Knollenberg, Emma T. Knollenberg, Mary L. Maher, Clara R. Malone, Ella B. Richardson, Dresbach Smith, Wm. C. Woodman, Mary C. Upham.

Class of 1880—Ella H. Cafky, Alfred T. Capps, Harry C. Fisher, Robert K. Grierson, Christie W. Higler, Agnes S. Lusk, Alice Larimore, Julia M. McDowell, Arthur W. Miller, John Mendonsa, James G. Russel, Ida C. Thompson, Annie E. Thornborough, Ida Tomlin, Jennie L. Tomlin, Effie E. Capps, Emily D. Miller.

Class of 1881—Carl E. Black, Wm. W. Cafky, Edward J. Chambers, Maggie Culp, Martha C. Dalton, Wm. I. Davenport, Alfred E. Ewington, Harry L. Hall, Frances E. Hayden, Hattie A. Hayden, Nettie A. Hayden, Annie H. Martin, Fannie Miller, Belle E. Paradise, Arthur W. Ryder, Ralph R. Reynolds, Jennie A. Scoles, Julius E. Weil, Emma Williamson, May M. Wolcott, Luella B. York.

Class of 1882—Kate L. Bauman, Annie E. Broadwell, Nellie M. Daniels, Laura M. Hammond, Wm. D. Humphrey, Mary E. Larimore, Bessie McLaughlin, Clara E. Mitchell, May Pechloeffel, Anna Rataichak, Asa M. Robinson, Kate X. Sperry, Julius G. Strawn, Fannie F. Wait.

Class of 1883—Maggie H. Collins, Julius V. Correia, Anna S. DeFrates, Lizzie L. French, Lulu E. Goodrick, Anna Hagan, Kate W. Smith.

Class of 1884—Clara B. Allen, Ellen M. Clayton, Fannie B. Dayton, Mattie England, Clara R. Gordon, Walter Grant, Lizzie A. Higler, Anna L. Huntley, Nellie Jackson, Fletcher L. Jones, Rollie C. Kinnett, Maggie E. Lane, Fannie A. Lusk, Harry C. Montgomery, James K. C. Pierson, Henry Sanderson, Helen B. Sawyer, Ada L. Tuman, Ida G. Walker, Alice Warth.

Class of 1885—Naomi Brown, George W. Daniels, Emma B. Day, Mattie B. Day, Abbie G. Hayden, Grace Higgins, Lyman S. Kent, Fay L. Marsh, George C. Mason, Nettie B. Platt, Nettie Poffenbarger, Edith M. Pyatt, Ernest Schureman, Nellie L. Sperry, Sallie M. Stacy, Belle Waddell, Frank Waddell.

Class of 1886—Bertha D. Allen, Minnie L. Anderson, Mattie C. Bean, Tillie G. Blueler, Kate A. Braun, Lizzie F. Delaney, Grace M. DePew, Rosa L. Doty, Otto C. Edwards, Lou M. Greenleaf, Essie Belle Howard, Eva D. Ironmonger, Kittie Montgomery, Anna M. McCullough, Lizzie M. Richards, Mamie E. Rottger, Mary Schoonover, Wm. E. Turley, Joseph Vieria, Helen Wait, Addie L. Weil.

Class of 1887—Grace Alexander, Henry Bond, Grace Cassell, Sarah Eppinger, Kate Gibbons, Jennie Hagar, Eva Hammond, Hardy Kennett, Sarah Kilpatrick, Sophia Knollenberg, Minnie Martin, Mabel Morrison, Lorena Schaub, Emma Sibert, Agnes Stevenson, Annie Young.

Class of 1888—Annie Ausmus, Annie Cannon, Leona Chapman, Sadie Cross, Lillian Dorwart, Susie Jones, Mary Knollenberg, Lucy K. Orr, Amy Patterson, Zoe Tyrrell, Minnie Wait, Hannah Watkinson, Laura Wood, Lillian Humphrey.

Class of 1889—Mary Ward.

Class of 1890—Frances Alkire, Daisy Dunavan, Minnie Fredlander, Charlotte Fox, Charles Larimore, Grace Mathison, John Sammis, Hester Seaver, Harriett Sibert.

Class of 1891—Jessica R. Arenz, Ermina L. Bacon, Clara C. Biggs, Lillian B. Bowen, Ida C. Braun, Arthur Crabtree, Lucia Day, Martha Greenleaf, Wilhelmina Knollenberg, Maria E. Layton, Fred M. McElfresh, Rosa Orr, Edith C. Paxton, Nettie M. Swain, Minnie A. Wilson, Ida L. Wood, Louise Taylor Young.

Class of 1892—Nellie M. Armstrong, Orlando Baxter, Mary B. Boyd, Euphemia G. Cherry, Ed M. Dunlap, Mary M. Hackman, Effie B. Hayes, Emma A. Justice, Elizabeth E. Laycock, James H. Rayhill, Anna G. Schoonover, Johanna Shannon, Nanna T. Shannon, Euphemia B. Shields, Charles W. Soby, Emma A. Thornborrow, Katherine T. Ward.



Class of 1893—Cora Bacon, Grace M. Bailey, Amelia Bowen, Lena Engel, Ora T. Fell, Frances Gause, James Graham, Mabel Hayden, Kate Hayden, Ada G. Keplinger, Myrtle Layman, Alice Lippincott, Susie McBride, Margaret McKee, Zella Ramsey, Clara Sibley, Kate Staley, Frances Wakely, Sarah Young.

Class of 1894—Mary Bahan, Isabella Baldwin, Earl Cowdin, Elizabeth E. Daniels, Anna Goodrick, Cora Graham, Mary Jones, Helen McDougall, James Melton, Horace Muse, Jessie Palmer, Harriet Pires, Orville Stephenson, Elizabeth B. Young, Anna Ward, Mabel Palmer.

Class of 1895—Pearl Adams, Nellie Banks, May Downs, Egbert Fell, Wm. Guy, Nellie Grassly, Myrtle Harbour, Eugene Hayden, Birdie Hopper, Albert Knollenberg, Bert Larimore, Nelson Porter, S. J. Tompkins, Sarah Walker, Rosa Walter, Alice Wood.

Class of 1896—Katharine Alexander, Florence Cox, Pearl Campbell, Edith Hackman, Frank Harvey, Helen Kennedy, Myrtle Larimore, Agnes Paxton, Martha Russell, Ed Stewart, Wm. Walker, John Ward.

Class of 1897—Roberta Baxter, Tenny A. Baxter, Alice C. Boles, Frances C. Brewer, May K. Bronson, Frank Campbell, Wm H. Cocking, Clarence Coffey, Charles Crandall, Mary C. Ennis, Myrtle M. Ennis, Alfred E. Fell, Nellie G. Gardner, Frederick L. Gregory, Ira C. Guy, Effie A. Hopper, Thomas V. Hopper, Harry G. Howard, Katherine I. Keating, Julius G. Kirby, Clarence B. Magill, Albert C. Metcalf, Mary V. Richards, Lola M. Sellars, Nina M. Sheppard, Caroline Smith, George H. Stacy, Raymond Vassey, Bea Ruth Ward.

Class of 1898—Arthur Angel, Wm. Burke, Sadie Cameron, Oliver Capps, Floyd Church, Sadie DeCastro, Katherine Ellis, Clara Fox, Rachael Fuller, Genevieve Hairgrove, Anna Hopper, Mary Keating, Helen Larimore, Anna Lonergan, Isabella Michaels, Elizabeth Philbrook, Louise Raines, Nellie Rowan, Leta Strong, Lena Walker.

Class of 1899—Lucy Ball, Clarence Corbin, Vassie DeCastro, Flavia Duffy, Ethel G. Fell, Willie H. Ferris, Stella M. Gorham, Grace Greenleaf, Abraham G. Gregory, Louise Hamilton, Frances G. Harlowe, Mayta D. Huntington, Bertha K. Mason, Agnes G. Miller, Zenobia Muse, Lenora Raymond, Hannah Rehmeier, Laura F. Richards, Henrietta Ricks, Rowena Rowen, Eleanor Russell, Arthur Scott, Eva C. Smith, Ellen Thalman, Agnes Thornborrow, Una Upham, Frank Vickery, Delia L. Waggoner, Emma Wharton, Mabel Withee, Jennie Young.

Class of 1900—Vina Baldwin, Harvey DeCastro, Buelah Dyer, Charles Eames, Sarah Ellis, Louis Engel, Mary Faul, Fred Tendick, Viola Gilbert, Bartlett Gray, Charles Hopper, Melville Kennedy, Esther Kirk, Georgia Kitner, Asa Lambert, Nellie Lofthouse, Flora



Long, Everett Martin, Ivy Mason, Florence Philbrook, Laura Pyle, Clarence Reid, Charles Russell, Nellie Seegar, Lillian Stewart, Jessie Vasconcellos, Clyde Vickery, Edna Wardhaugh, Ardy Woolen, Minnie Wyatt.

Class of 1901—Lizzie Anhalt, Marie Baldwin, Louise Buckingham, Clara Cobb, Amy Ellis, Ama Hackman, Bessie Hackman, Lottie Halsted, Myrtle Sheppard, Genevieve Mount, Lula Munis, Maude Nesmith, Mabel Ornellas, Martha Pocock, Katherine Pyatt, Ella Ross, Lizzie Slaughter, Bessie Sutcliff, Kathleen Vickery, Frances Ward, Mollie Cully, Emma Goltra, Marian King, Cora Peak, Jessie Turley, Marie Waller, Helen Ward, Fred Ball, Fletcher Hopper, Edwin Jackson, Homer Potter, Charles Rapp, Ernest Hinrichsen, Lillian McCullough, Nina Mitchell, Charles Russell, Olive Hodgson.

Class of 1902—Herbert Graves, J. Howard Brown, Elizabeth Russell, Viola Raedner, Bertha L. Anderson, Mae M. Seymour, Hannah L. Sweeney, Roy E. Crampton, Ella C. Ewing, Annie A. Young, Flora E. Balcke, Lena M. Hopper, Louise M. Roberts, Minnie M. Lutkemeyer, Maude A. Packard, Donald D. Sutcliffe, Robert Grimsley, Jr., Ethel M. Sperry, Bessie Simpson, Mabel Clara Brown, George R. Martin, J. Earl Ewing, S. Edna Pierson, Luther C. Lashmet.

Class of 1903—William W. Baldwin, E. Vorce Bassett, Thos. B. Butler, Edwin W. Buxton, Harold H. Brook, Alice C. Brune, Bess M. Barr, Leah H. Cassell, Mabel P. Cowdin, Ella M. Crawford, Fannie A. Cram, Anna Edythe Day, Sadie Doht, Charles B. Gouveia, Moses Greenleaf, Ethyl Ironmonger, Milton E. Jackson, Annie M. McPhail, Leonore Meline, Alice R. Miller, Marguerite Italia Mason, Phillip J. Kennedy, Ward Newman, Chester A. Nunes, Elsie K. Pyatt, Laura B. Patterson, Elsie M. Ricks, Harry C. Roach, Ruth Scrimger, Chester VanWinkle, Rose Alice Ward, Ruth M. Widenham, Frank Spencer.

Class of 1904—Edith V. Adams, Myra Brown, Margaret Flynn, Frieda Koch, Pearl Jewsbury, Georgia Lutkemeyer, Gertrude Roedersheimer, Nettie L. Smith, Josephine Yeck, Olive Brady, Nell Doying, Lida Farwell, Alice Goodrick, Grace Gordley, Martha Hoover, Louise Huffaker, Daisy Lucht, Mabel Mathews, Hester Mosely, Harriet Mortimer, Margaret McLaughlin, Jane M. Russell, Gertrude Sorrells, Mary L. Sybrant, Bessie L. Wood, Chilton Wright, Pearl Wylder, Ruth Bailey, Mabel Cooper, Mary Doyle, Elizabeth Deleuw, George Deleuw, Laura Gunn, Mae Scott, Bessie Sorrells, Louise Smith, Lucretia M. Woodman, Mamie Shannon, Wm. F. Bowen, Otis Mapes, George F. Massey, Carl L. Peckham, George Smith, Barkley Wykoff, Ralph Bowen, George Ferris, Ernest Frost, Paul

E. Johnston, Walter F. Ogle, Guy Rook, Paul Whitney, Charles Spruit, Harold Graves, Ethel May Brown.

Class of 1905—Frank Anderson, Jean Bell, Ethel Booth, Ruth Brown, Hazel Boown, Roy Carter, Chauncy Carter, Stella Cline, Carrie Dunlap, Fay Dresser, Cadie Funk, Ruth Fairbank, Reuben Gunn, Nellie Kehoe, Flora Koch, Harrison King, May Lambert, Bessie Layman, Lloyd McKinney, Ida Meline, Carl Richards, Susan Russell, Selma Swanson, Watson Spencer, Mabel Smith, Harry Spencer, Marie Scott, John Steer, Mabel Schofield, Anna Tendick, Carl Warner, Annie Willis, Walter Wehrle, Mary Wright, Gertrude Young.

Class of 1906—Hattie C. Adams, Matie C. Ator, Carl A. Bergschneider, Mary Maud Brown, John M. Butler, Ella L. Cannon, Buford M. Hayden, Louis C. Johnston, Sena Miller, Elizabeth Newman, Margaret W. Price, Myra K. Raedner, Frank W. Rucker, J. Eileen Sharp, Jessie E. Thompson, Mae M. Boylan, Elizabeth W. Butler, Frank C. Cooper, Ruth H. Crawley, Mary Daniles, Flora F. Dresser, Margaret English, Ethel H. Funk, Serena Herman, May Megowan, Effie M. Moxon, Ida M. Nunes, Della E. Osborne, Grace E. Vanhying, Herbert H. Vasconcellos, Carleton H. Weber, Frances L. Weigand, Nina Wright, Mabel F. Bacon, Filicite R. Brough, Kathleen F. Easter, Lillian G. Fernandes, Lamar Hallowell, Katherine E. Harlow, Claribel Hopper, Albert S. Johnson, Marie T. Leck, Bessie M. Mapes, Harry C. McCracken, Mary A. McCracken, George H. McKean, Julia A. Mendonsa, Ida L. Mills, Geneva Morrison, Grace O. Rapp, S. Blanche Reeve, Jess C. Rottger, Zella M. Scott, Margaret Simms, Maude Vanhyning, Harriett B. Vasconcellos, Arthur B. Zeigler.

## RULES FOR GOVERNMENT OF THE BOARD OF EDUCATION

At the first regular meeting of the Board, the president shall appoint, subject to the approval of the Board, the following standing committees, viz:

First. On Building and Furniture—three members.

Second. On Finance—three members.

Third. On Complaints and Appeals—three members.

Fifth. On Books and Apparatus—three members.

Sixth. On Blank Forms—three members.

The Board shall hold its regular meeting on the first Monday of each month, at 8 o'clock p. m., from the first of April to the first of September, and at 7:30 o'clock the remainder of the year. Special meetings of the Board may be called at any time by the president, or at the written request of any two members, left with the clerk.

### RULES OF ORDER

The deliberation of this body shall be governed by the usual parliamentary rules.

### ORDER OF BUSINESS

Section 1. The president will call the Board to order at the time appointed for meeting, and on the appearance of a quorum, he shall proceed to business in the following order:

1. The reading of the minutes of the preceding meeting, unless dispensed with, and their amendment or correction.
2. The presentation of petitions (which shall always be in writing), claims and reports of officers.
3. Reports of standing committees.
4. Reports of special committees.
5. Communications to the Board, report of superintendent, etc.
6. Unfinished business of the preceding meeting.
7. New business.

### THE JACKSONVILLE SCHOOL DISTRICT

1. School District—All the territory within the limits of the city of Jacksonville, Morgan county, according to its present or future boundaries, is hereby erected into a common school district. (See I. Article XI. Act of February 15, 1867).



## HIGH SCHOOL DISTRICT

2. The high school district shall embrace all the territory within the corporate limits of the city of Jacksonville.

## WARD DISTRICTS

3. The school districts for the various schools shall be the same as the wards in which they are located.

4. The sub-districts for the Morton and for the Independence Schools shall be determined from time to time as necessity demands, but in no instance shall they go beyond the limits of the wards in which they are located.

## RULES AND REGULATIONS OF THE PUBLIC SCHOOLS

### SCHOOL TERMS

Section 1. The school year is divided into three terms. The first begins on the second Monday in September and ends on the Friday before Christmas. The second begins on the second Monday in January and ends on the last Friday in March. The third begins on the succeeding Monday and ends on the Friday preceding the first Tuesday in June.

### SCHOOL HOURS AND RECESSES

Sec. 2. The schools holding but one session shall open at eight o'clock and thirty minutes a. m. and close at two o'clock p. m. Between eleven and twelve o'clock there shall be a recess of thirty minutes.

Schools of two sessions shall begin at nine o'clock a. m. and close at twelve o'clock a. m.; in the afternoon at one o'clock and thirty minutes and close at three-thirty o'clock. Recess from ten-thirty to ten-forty a. m.

The first grade shall be dismissed quietly, so as not to disturb the other rooms, thirty minutes before the regular time in each half day's session. *Teachers in this grade shall remain until the time of dismissing other grades and assist in dismissing them if required to do so by the principal*, and continue in charge of any pupils who, by request of parents or guardians, may desire to remain to accompany other members of the school.

### SUPERINTENDENT'S DUTIES

Section 1. For the purpose of aiding the Board of Education in the discharge of their duties, of securing uniformity and thoroughness in the course of study, and judicious and efficient discipline in all the schools, and in guarding and preserving the school property, a superintendent shall be appointed, to whom acting under the authority of the Board, shall be given the general superintendence of all the public schools, school houses, apparatus and other property belonging thereto.

Sec. 2. He shall keep the Board constantly informed of the condition of the public schools, and the changes required in the same. A general report of the condition of the schools shall be prepared by him at the close of each year. He shall report to the Board, from time to time, such by-laws and regulations for the government, discipline and management of the public schools as he shall deem

expedient, and shall also perform such duties as the Board of Education shall, from time to time, direct.

Sec. 3. The superintendent shall carefully observe the teaching, and discipline of the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties, and shall have the right, with the consent of the Board of Education, to dispense with the services of any teacher whenever it shall appear that his or her future connection with the school would not be beneficial thereunto.

Sec. 4. He shall check all violations of the duties of the school room, and not tolerate in teachers any irregularities or delinquencies that can be remedied. He shall have power to expel pupils from the school for the violation of the rules; or improper conduct, in all cases where he shall deem such actions necessary, and report the same to the Board of Education.

Sec. 5. It shall be the duty of the Superintendent, unless otherwise ordered by the Board, to hold a general meeting of the teachers on the first Saturday of each month, at some centrally located place, from 9:30 a. m. to 11:00 a. m., and grade or section meetings as frequently as he considers it for the best interest of the schools.

Sec. 6. He shall attend all meetings of the Board, make a monthly written report, advise with the committees requiring his aid, and give such information as may be called for in regard to the welfare and progress of the schools.

### DUTIES OF PRINCIPALS

Section 1. *Care of school premises*—The principals of the several buildings shall prescribe such rules for the use of the yards and out-buildings connected with the school houses as will insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The principals shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the janitors, under the general supervision of the superintendent, in order to secure the safety of the premises both day and night.

Sec. 2. *Punctuality of principals*—Principals shall be at their buildings thirty minutes before the time of opening the morning session, and fifteen minutes before the opening of the afternoon session.

Sec. 3. *Buildings to be opened early*—In cold or stormy weather the principals of buildings shall see that one or more rooms are opened for the reception of pupils half an hour before school. The rooms shall be made comfortably warm, and one or more teachers,



in turn, shall be present to take care of the pupils, in the morning as well as at noon, when pupils are allowed to remain.

Sec. 4. *Meetings*—On Friday following the general meeting of teachers, the principals shall close their schools one-half hour before the usual time, and the teachers of each building shall meet at this time, under the direction of the Principal of the building, to discuss methods and lines of work that are for the best interest of the school. The Principal shall call whatever other meetings seem necessary at the most convenient times outside of school hours. All cases of absence from such meetings shall be reported to the Superintendent.

Sec. 5. *Records*—The principal shall examine, from time to time, the class books and registers kept by the several teachers in his building, giving such directions as will insure their being kept in a proper manner; and shall inspect and certify to each teacher's monthly report.

Sec. 6. *To regulate time*—It shall be the duty of the principal to see that all the clocks in the school are regulated by the (C. U. S. obs.) city time every morning and that all teachers conform to this standard in making their records. Principals shall cause a tardy bell to be rung at the time their assistants are due, and all who are not in their respective rooms at that time shall be reported as tardy.

Sec. 7. *Examinations*—Principals may from time to time give examinations in the various lines of work pursued, but in no instance shall any work be given that is not in harmony with the plan, grade, and the spirit of the work outlined by the superintendent.

## TEACHERS AND THEIR DUTIES

Section 1. *Teachers' election*—Teachers shall be elected and their salaries fixed annually, in the month of June, and they shall hold their offices for one year, unless sooner removed by a vote of the Board.

Sec. 2. *Position*—Teachers elected by the Board may be required to teach in any department of the public schools which in the judgment of the Board, the interests of the schools may demand.

Sec. 3. *Teachers' acceptance*—Teachers, on being notified of their election, shall signify their acceptance in writing within ten days of the reception of the notice; otherwise their places will be declared vacant.

Sec. 4. *Teachers' resignation*—No teacher shall resign without giving two weeks' written notice to the superintendent, in default of which all compensation for that length of time shall be forfeited.

Sec. 5. *Absence of teachers*—Any teacher who is unavoidably detained from school, shall send immediate notice to the superintendent, who shall appoint one of the official substitutes to supply

the temporary vacancy. In emergency the superintendent may appoint a special substitute after conference with the Board.

Sec. 6. All assistant teachers shall be in their respective school rooms, and shall remain in them at least 30 minutes in the morning, and fifteen minutes in the afternoon, before the time of opening school. They shall not permit disorder nor any rude conduct in the room at any time, and shall never allow pupils to remain in the school room, except during their presence or under some regulation approved by the superintendent.

Sec. 7. Teachers shall devote themselves faithfully, and during school hours, exclusively to the duties of their station. They shall give careful and constant attention to the instruction, discipline, manner and habits of their pupils, and, so far as practicable, superintend their deportment in the yards and vicinity of the school house during recess and intermission. They shall take care that no damage be done to the buildings, or any other description of school property, and when injury shall have been done them, either by intention or accident, they shall cause prompt notice of the same to be given to the superintendent.

Sec. 8. Each teacher is required to keep a register of the daily attendance of the pupils, noting tardiness and bad conduct, and keep a class book in which to mark accurately the merit of recitation of each pupil, above the second grade, and to make a report at such time as may be required by the superintendent, and also to keep a regular register of the names and residences of parents and guardians.

Sec. 9. *Rules for attendance*.—In all cases of absence of pupils from school, whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the cause of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging" for three days, and dropped uniformly on the beginning of the fourth day, in case he does not return.

Sec. 10. All teachers are entitled to the respect and obedience of their pupils, and shall at all times exercise a firm and vigilant, but prudent discipline; punishing as sparingly as may be consistent with securing obedience, and governing, as far as possible, by persuasion and gentle means.

Sec. 11. *Health and temperature*.—Teachers are expected to guard the physical health as well as the mental improvement of their pupils; keep their rooms well ventilated, cleanly, and as nearly as possible of a uniform temperature, varying from 65 to 70 degrees;



and observe and correct unhealthy habits in the sitting or standing of their pupils.

Sec. 12. All teachers are required to attend such teachers' meetings as may be appointed by the superintendent; the first of which shall be held on the Saturday previous to the commencement of each school year.

Sec. 13. *School interruption*—No teacher shall read or allow to be read or distributed any advertisement in the schools. No agent or other person shall be allowed to interfere with the regular work of the schools, unless by special permit of the superintendent or through the Board.

Sec. 14. *Presents and subscriptions*—No subscription or contribution shall be allowed in the public schools, nor shall any teacher accept a present from the pupils, except for the desk or in behalf of the school, nor shall any teacher make presents to the pupils.

Sec. 15. *Visiting days*—The teacher may, for the purpose of observing the modes of discipline and instruction, take two half-days in each year to visit any of the public schools; but such visits shall not both be made in the same term, nor till provision satisfactory to the superintendent has been made for the proper care of the pupils under their immediate charge.

Sec. 16. *Qualifications*—Teachers in the grades are expected to have had a training equal to that given in our own high school, and it is earnestly desired that a year's professional training in some good normal school shall supplement this academic training. Interest and attendance at institutes and at summer schools will add much to the teacher's equipment and standing.

Sec. 17. *Teachers of Manual Arts*—Teachers of the Manual Training and Domestic Science departments shall at the end of the school year make a report to the Board of Education showing all the items of expense in their department during the year.

#### ATTENDANCE AND OBLIGATIONS OF PUPILS

Section 1. *Where pupils shall attend*—*Pupils shall attend school in the district in which they reside.*

Sec. 2. *Dinners*. The custom of children taking their dinners is discouraged, except in cases of ill-health, great distance and stormy weather.

Sec. 3. *Regularity*—Pupils are expected to enter school at the beginning of the year, and to attend regularly and punctually; conform to the regulations of the school; promptly obey all the directions of the teachers and superintendent; observe regular hours, good order and propriety of deportment, not only in school, but in going to and from the same.



Sec. 4. *Absence and tardiness*—In the case of absence or tardiness, every scholar is expected to render a satisfactory written excuse to the teacher, from the parent or guardian; and in default of this shall be liable to detention after school hours, or such other punishment, as the teacher may prescribe. No pupil shall be detained at the noon recess, and a pupil detained at any other recess shall be permitted to go out immediately thereafter.

Sec. 5. *Leaving school*—No pupil shall be allowed to leave school before the hour of closing, except in the case of sickness, or at the written request of parents or guardian, or for some pressing emergency, of which the teacher shall be the judge.

Sec. 6. *Damages*—All injuries to the buildings, yards, fences, furniture or other school property, caused by the pupils, purposely or accidentally, shall immediately be made good in money or satisfactory repairs.

Sec. 7. *Immoralities*—Any person who shall, in or around the school premises, write or use profane or unchaste language, or who shall draw or carve any obscene picture or representation, shall be liable to punishment, according to the nature of the offense.

Sec. 8. *Promotion and grading*—All promotions shall be under the supervision of the superintendent, and shall be determined by the conditions stated on the monthly report cards unless for special reasons an examination seems to be desired.

Sec. 9. *Cleanliness*. Any child coming to school without proper attention being given to cleanliness, or whose clothes need repairing, shall be sent home to be properly fitted for school.

Sec. 10. *Disease*. No person affected with a contagious or offensive disease shall be allowed to remain in school, and evidence of successful vaccination may be required.

Sec. 11. *Tobacco*. No teacher or pupil shall be permitted to use tobacco in any form during school hours, or on the school premises at any time.

Sec. 12. *Tuition of non-residents*. When there are sufficient accommodations, non-residents may have the benefit of the grade schools by paying semi-annually in advance, at the rate of \$10 per annum. Pupils may be admitted to the secondary or High School by the payment of \$30 per annum. Pupils are to be suspended by the superintendent if payment is delayed over one week.

Sec. 13. Pupils shall not be permitted to assemble in the vicinity of the school buildings before the ringing of the first bell; and on coming to school shall come directly into the school yard.

Sec. 14. Pupils shall refrain from rough play, pushing, screaming or shouting, and from throwing anything whatever, and shall

conduct themselves in a quiet and orderly manner while on the school premises.

Sec. 15. Pupils shall not be permitted to stand in the halls; and on going through them, and on going up or down the stairs or steps, shall pass in a quiet and orderly manner, without running and without conversation. Pupils on being dismissed, shall leave the school premises.

Sec. 16. Pupils are prohibited from throwing anything in the halls or on the stairs, or down the registers, and from scattering papers in the vicinity of the school building. Any pupil carrying firearms or other deadly weapons shall be reported to the proper officers of the law.

Sec. 17. Pupils shall remain in the school building at the noon recess under only these conditions: 1. Where distance would require too great a time to return home for dinner; 2. Where the general health would be sacrificed; 3. When the weather or walks are such as to render a trip very disagreeable.

Sec. 18. The principal shall make such regulations concerning the pupils who remain at the noon hour, as will be thought best for the discipline of the the school.

### RULES FOR JANITORS

1. Janitors will be employed by the year, commencing on the first day of June, subject to dismissal by the Board at any time, and their salaries shall be in full for all services rendered, including the cleaning preparatory to the opening of school.

2. The janitor shall act under the special direction of the Principal, and the general supervision of the Superintendent and of the members of the Board of Education, and be responsible for the condition of the school building, out-houses and grounds. He shall keep the walks and steps free from ice and snow.

3. He shall have full charge of the heating apparatus, and have the rooms properly heated by 8:30 a. m. He is expected to be on duty during all school hours, unless excused by the Principal of his school.

4. He shall sweep all rooms, halls and stairways every day, and carefully remove the dust from all school furniture the next morning. He shall also keep the chalk ledges free from dust, and wash the blackboards when they need it.

5. He shall scrub all floors, halls and stairways whenever it may become necessary.

6. During the winter vacation and in March he shall clean the windows and woodwork, and dust the walls.

7. He shall keep the out-buildings neat and clean, scrubbing them once a month.

8. He shall make, as far as he can, slight repairs in and about the school building.

9. He shall see that the doors and windows are securely fastened, and shall not allow boys to congregate on the school grounds out of school hours.

10. He shall assist the Superintendent and Principal in maintaining the regulations around the school premises and report promptly any violation of them.

11. At the close of the school in each year, the rooms shall be put in order and all loose papers and other refuse matter be removed or destroyed.

## SPECIAL RULES FOR HIGH SCHOOL

### ADMISSION

Section 1. Pupils will be admitted to the entering class of the high school by certificate from the eighth grade, or by certificate of graduation from the county superintendent. Full credit will be given for all work satisfactorily completed from other properly accredited high schools.

### COURSE OF STUDY

Section 1. Subjects are so arranged that groups of studies may be chosen leading to graduation from anyone of three courses—the College Preparatory, the General, and the Commercial. Graduates of any course must have completed sixteen credits, a credit representing the work of one recitation period throughout a year. Appropriate diplomas will be granted for the completion of either course.

Sec. 2. Each pupil, on entrance, must select one of the regular courses of study, and should not thereafter change from that course. Permission to attend as special students must be obtained from the high school committee of the Board of Education.

### GRADING, CREDITS, ETC.

Section 1. At the end of each month (omitting September and May) a report of the standing of each pupil will be sent to the parent or guardian. This shall include a grading in per cent. of the class averages in each subject for the month, the grade in per cent. of the deportment, the number of times tardy, and the number of half days absent. If the yearly average in each subject as shown by the report is 85 per cent. or above, a credit will be given in that subject without further examination. If this grade is below 85 per cent., an exami-



nation will be given in which case a grade of 70 per cent. must be secured for a credit.

Sec. 2. The grading for the month shall be determined by taking the average of the averages in both oral and written work for the month. No regular monthly tests are to be held, but written work is to be given on units completed. This written work is to be given at the regular recitation period.

Sec. 3. Failures must be satisfactorily made up, either by special work, or by going over the work with the next regular class; a failure not made up will be a bar to graduation.

### MANAGEMENT.

Section 1. All High School organizations shall be under the direct control of the principal, and such committees of teachers as he shall appoint to aid in carrying on the work of the organization.

Sec. 2. Teachers having a vacant hour in which to hold conferences with pupils concerning their work must determine the place, the time, and the pupil with whom he is to hold the conference. In all work of this kind, help should be given to the weakest pupils. No teacher shall hold such conferences with pupils whose work is up to grade, as long as some other pupil is below grade.

### COMMENCEMENT PLANS.

There shall be three honor pupils—one from the College Preparatory Course, one from the General Course, and one from the Commercial Course. These honors shall be awarded by the Board to the pupils receiving the highest grade in their respective courses. This grade shall be based upon the per cent. given for each credit received together with the yearly average per cent. of deportment. For honor pupils, this grading must extend through the entire four years.

The senior class shall select three additional senior pupils to represent them on the program. These shall be selected from the twenty standing next highest in the list of averages determined as above.

No pupil shall have a place on the program unless he shall have been a pupil in the Jacksonville High School during his entire junior and senior years. No pupil shall have a place on the program whose average deportment for the time of his attendance shall be less than 80 per cent.

















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